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Instructional materials for student use were developed by the author and a state-level committee of teachers to be used in a vocational school for the deaf, slow learner, or near illiterate. The program was tested at the State School for the Deaf. The book presents the non-technical information that the students will need to have as employees. Unit topics are: (1) The Factory, (2) A Good Worker, (3) The Job, (4) Shop Mathematics, (5) Clothing for Women, and (6) Clothing for Men. Objectives are stated for each lesson. Boldly printed vocabulary lists, cartoons, drawings, assignments, as well as forms and facsimiles for employment, interviews, warnings, checks, social security applications, and time cards are distributed liberally throughout. The workbook type format contains answering space. Examplary lesson topics are the production line, paycheck, work habits, grooming, first day on the job, time-piecework, and the yardstick. (FP)

ED026508

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State of New Jersey
Department of Education
Division of Vocational Education

# WHEN YOU GO TO WORK

## A BOOK FOR THE NEEDLE TRADES

Yvonne M. Hillinger, Instructor
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st Trenton, New Jersey

VT007467

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State of New Jersey
Department of Education
Division of Vocational Education

# WHEN YOU GO TO WORK

## A BOOK FOR THE NEEDLE TRADES

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Curriculum Laboratory
Rutgers - The State University
10 Seminary Place
New Brunswick, New Jersey

September, 1968

DIVISION OF VOCATIONAL EDUCATION

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CURRICULUM LABORATORY
RUTGERS – THE STATE UNIVERSITY
10 SEMINARY PLACE
NEW BRUNSWICK, NEW JERSEY

# MEMORANDUM

TO: The ERIC Clearinghouse on Vocational and Technical Education
The Ohio State University
980 Kinnear Road
Columbus, Ohio 43212

FROM: (Person) Benjamin Shapiro (Agency) Vocational Div-Curriculum Laboratory

(Address) School of Education-RUTGERS: 10 Seminary Place, New Brunswick, N J 08903

DATE: November 4, 1968

RE: (Author, Title, Publisher, Date) Yvonne M. Hillinger; WHEN YOU GO TO WORK;
September 1968

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Provide information below which is not included in the publication. Mark N/A in each blank for which information is not available or not applicable. Mark P when information is included in the publication. See reverse side for further instructions.

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Address 10 Seminary Place, New Brunswick, N J 08903
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Development Group Committee of teachers and individual author
Level of Group State
Method of Design, Testing, and Trial Designed by subject matter specialists. Tested in the State School for the Deaf

(3) Utilization of Material:
Appropriate School Setting Vocational-for the deaf, slow learners,& near illiterate
Type of Program Low level for very poor readers
Occupational Focus Vocational Guidance as specifically applied to the needle trades
Geographic Adaptability No limits
Uses of Material Student reading
Users of Material Students

(4) Requirements for Using Material:
Teacher Competency Certification
Student Selection Criteria Slow group in needle trades
Time Allotment One year

Supplemental Media --
Necessary ____ }
Desirable ____ } (Check Which)

Describe ____

Source (agency) ____
(address) ____

# TO THE TEACHER

This book is a sequel to the text "Power Sewing". The first book was designed to teach students the skills that they would need as power-sewing operators. This book presents the non-technical information that the students will need to have as employees.

It is a truism that skill alone is not necessarily enough, either to get or to hold a job. Many youngsters apply unsuccessfully for a job, either because they don't know how to dress for an interview or how to behave once they are there. Similarly, workers often lose jobs, not for lack of skill, but because they lack good work habits.

Since these things are often only too true, I feel there is some need for a text like this, a text which will aquaint students with the non-technical knowledge they will need to get and hold a job.

Like the text "Power Sewing", this book uses drawings and cartoons liberally; and by the end of the book, the students should identify with Sue Wood, the main character.

Yvonne M. Hillinger

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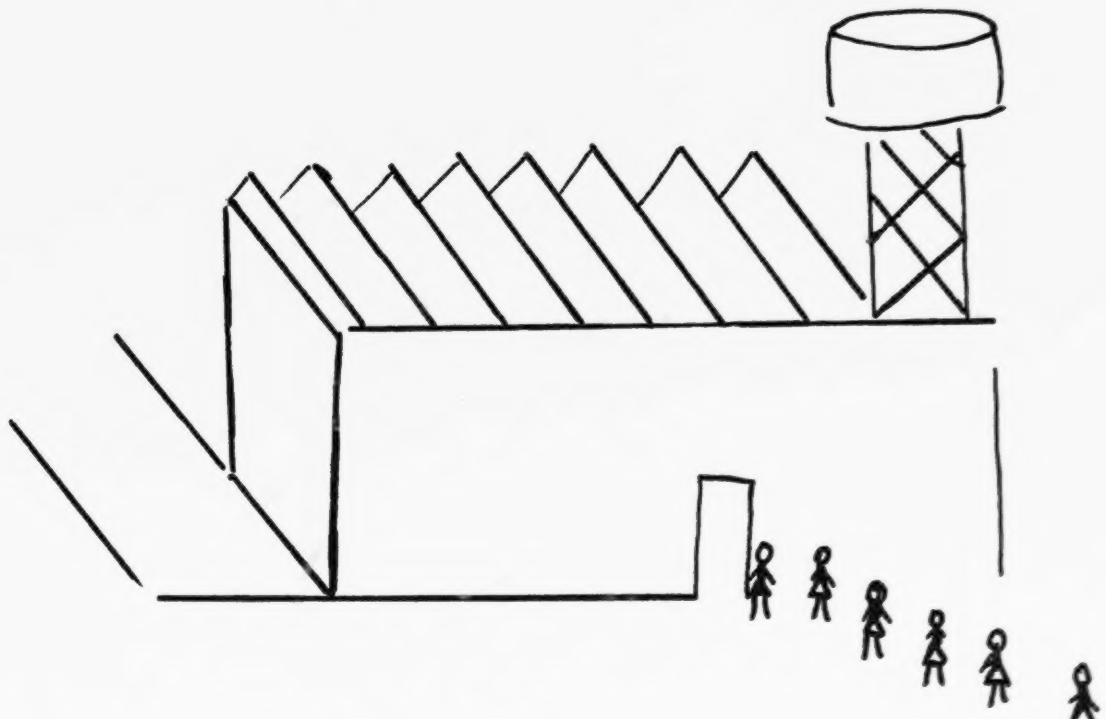
# UNIT I - THE FACTORY

1) The Factory
2) The Timeclock
3) The Timecard
4) The Workweek
5) The Workroom
6) The Production Line
7) Piecework
8) The Paycheck



# UNIT I

## Lesson I

## The Factory

OBJECTIVE - to learn what a factory is.

Words to learn for this lesson:

| | |
|---|---|
| factory | (fak'tə ri) |
| made | (mād) |
| operator | (op' ər ā'tər) |
| product | (prod'əkt) |

This is a FACTORY.

A factory is a place where things are made.

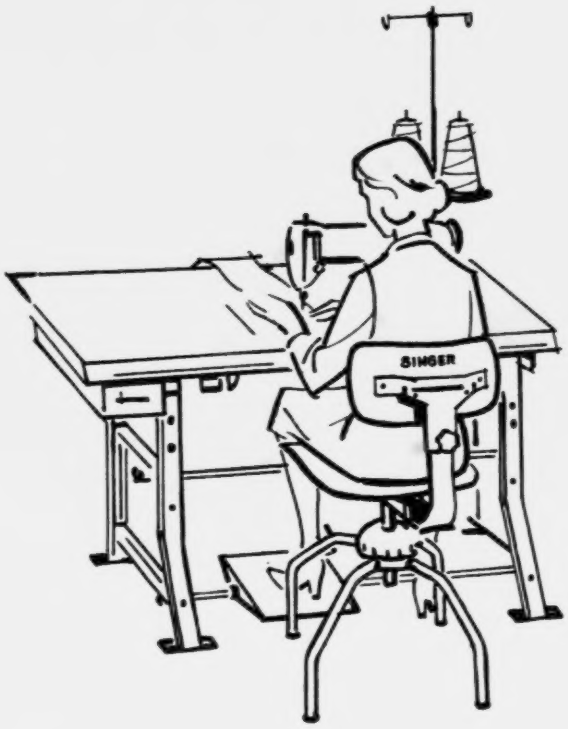
NOT ALL SEWING JOBS ARE IN FACTORIES.

Here you work on things other people have made.

This is an OPERATOR.

She works in a factory.

She sews on a power machine.



NOT ALL JOBS IN THE FACTORY ARE SEWING JOBS.

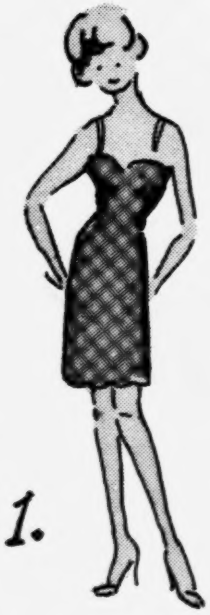
Later we shall learn about the different jobs.

## FACTORIES MAKE MANY DIFFERENT PRODUCTS.

| | |
|---|---|
| clothing | (klō'ŦHing) |
| lingerie | (laṅzh-rē) |
| underwear | (un'dêr wãr) |
| linens | (lin'ens) |
| handbags | (hand'bagz) |
| luggage | (lug'ij) |
| shoe | (shö) |
| hats | (hats) |
| drapery | (drā'pêr i) |
| slipcovers | (slip' kuv'ėrz) |
| toy | (toi) |
| parachutes | (par'ə sho͝ots) |

# ASSIGNMENT

Give the name of each of these products: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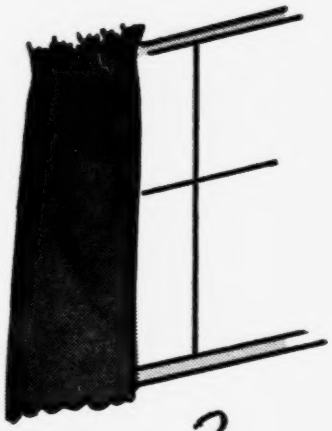
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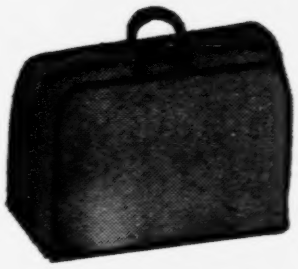
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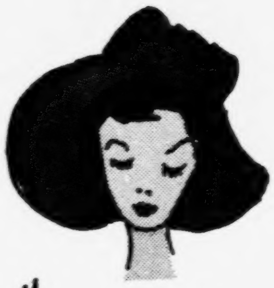
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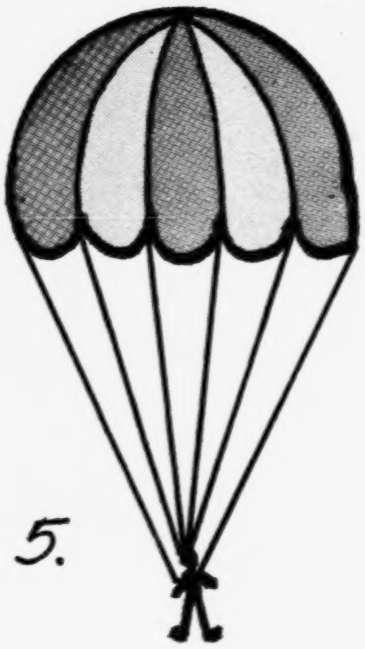
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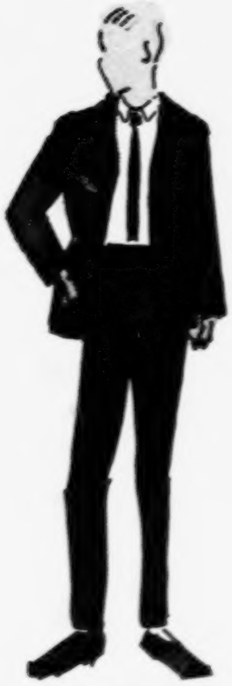
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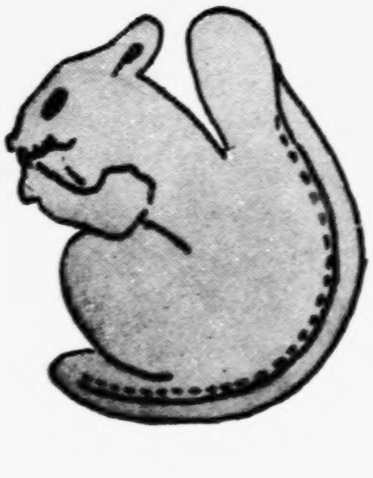
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# UNIT I

## Lesson 2

## The Timeclock

---

OBJECTIVE - to learn about timeclocks.

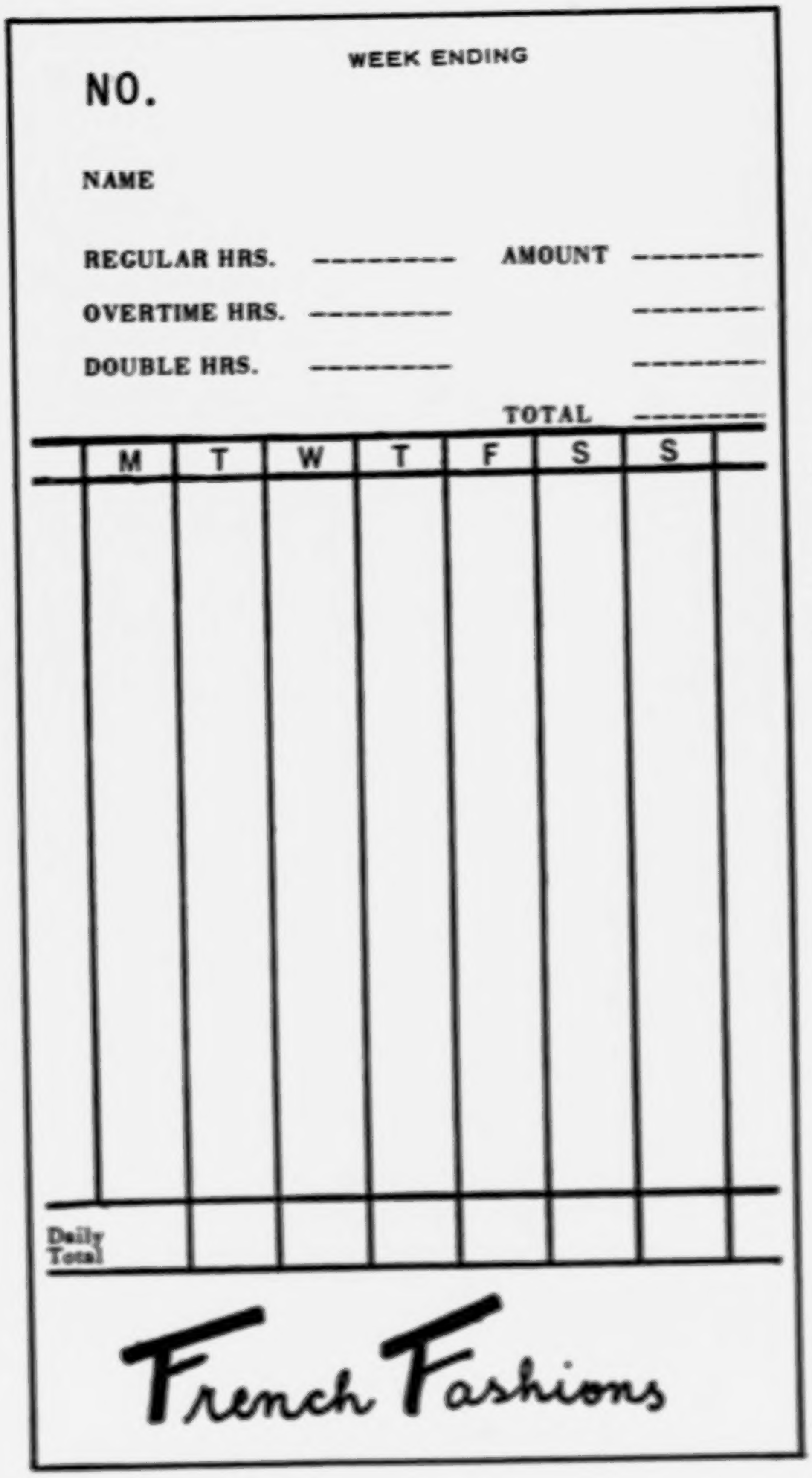
Words to learn for this lesson:

| | | | |
|---|---|---|---|
| boss | (bôs) | punch | (punch) |
| timecard | (tīm-kärd) | slot | (slot) |
| show | (shō) | place | (plās) |
| timeclock | (tīm-klok) | | |
| rack | (rak) | | |

This is your BOSS.

He gives you a job.

He wants to know how much time you work.



WEEK ENDING

NO.

NAME

REGULAR HRS. -------- AMOUNT --------

OVERTIME HRS. -------- --------

DOUBLE HRS. -------- --------

TOTAL --------

| | M | T | W | T | F | S | S | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| Daily Total | | | | | | | | |

French Fashions

This is a TIMECARD.

It shows how much time you have worked.

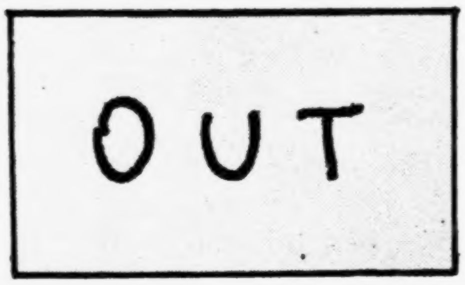
This is a TIMECLOCK.

When you come to work you take the card out of the rack that says OUT .

You put the timecard in the slot and press down. This will mark the time you came in.

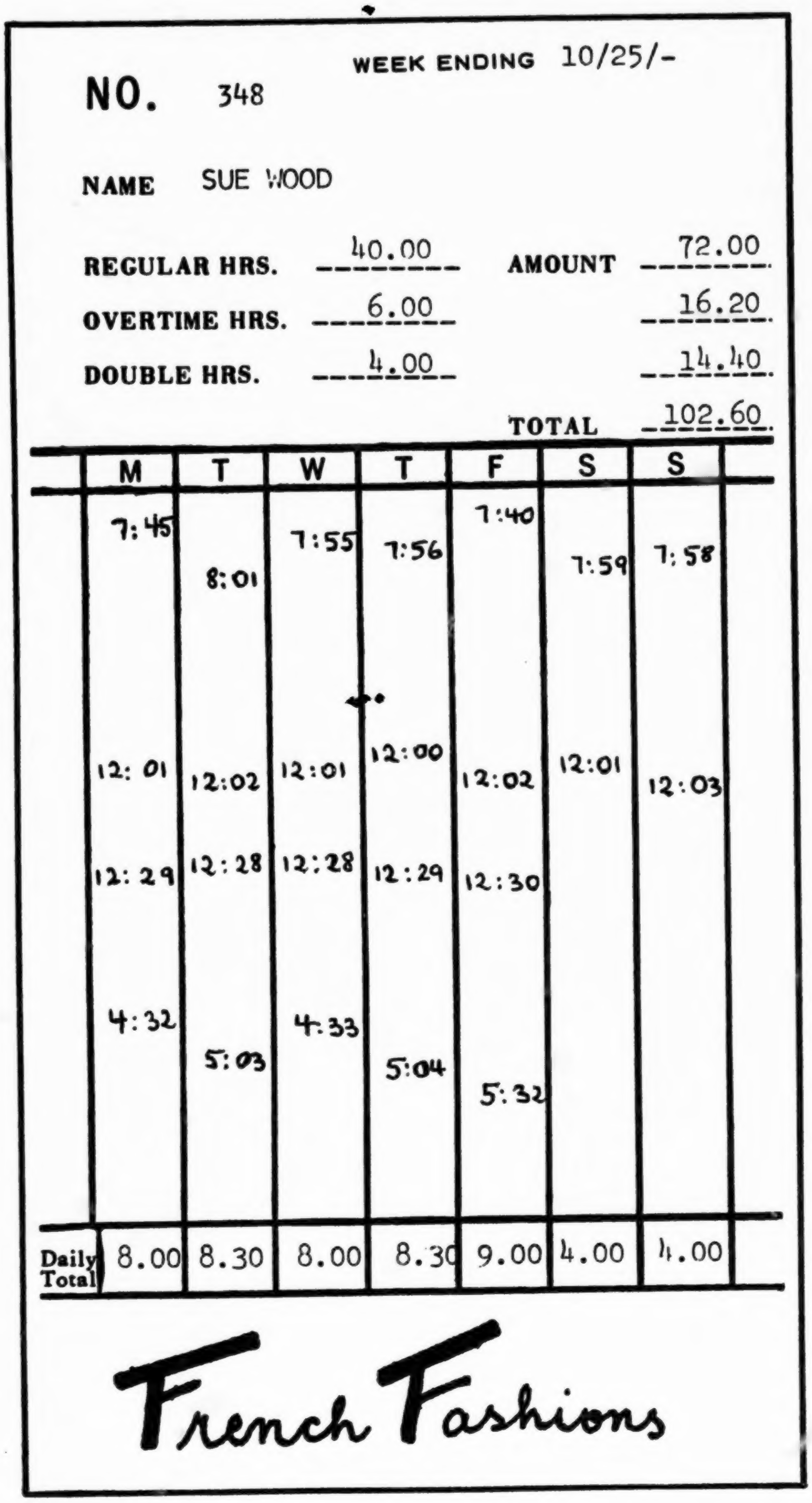
You place your card in the rack that says IN .

IN means that you are working.



OUT means that you are not working.

YOU MUST DO THAT EVERY TIME YOU COME OR GO.



**NO.** 348 **WEEK ENDING** 10/25/-

**NAME** SUE WOOD

| | | | |
|---|---|---|---|
| **REGULAR HRS.** | 40.00 | **AMOUNT** | 72.00 |
| **OVERTIME HRS.** | 6.00 | | 16.20 |
| **DOUBLE HRS.** | 4.00 | | 14.40 |
| | | **TOTAL** | 102.60 |

| | M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|---|
| | 7:45 | 8:01 | 7:55 | 7:56 | 7:40 | 7:59 | 7:58 |
| | 12:01 | 12:02 | 12:01 | 12:00 | 12:02 | 12:01 | 12:03 |
| | 12:29 | 12:28 | 12:28 | 12:29 | 12:30 | | |
| | 4:32 | 5:03 | 4:33 | 5:04 | 5:32 | | |
| Daily Total | 8.00 | 8.30 | 8.00 | 8.30 | 9.00 | 4.00 | 4.00 |

French Fashions

By the end of the week your card shows all the hours you have worked.

NEVER FORGET TO PUNCH YOUR CARD. YOUR BOSS ONLY PAYS IF YOUR CARD IS PUNCHED.

# ASSIGNMENT

When you come to work you take the card from the rack $\boxed{\text{OUT}}$. YES NO

It does not matter if you forget to punch in. YES NO

When you go out you take the card from the rack $\boxed{\text{OUT}}$. YES NO

Why does the boss want you to punch your timecard?

# UNIT I

## Lesson 3

## The Timecard

OBJECTIVE - to learn about the timecard.

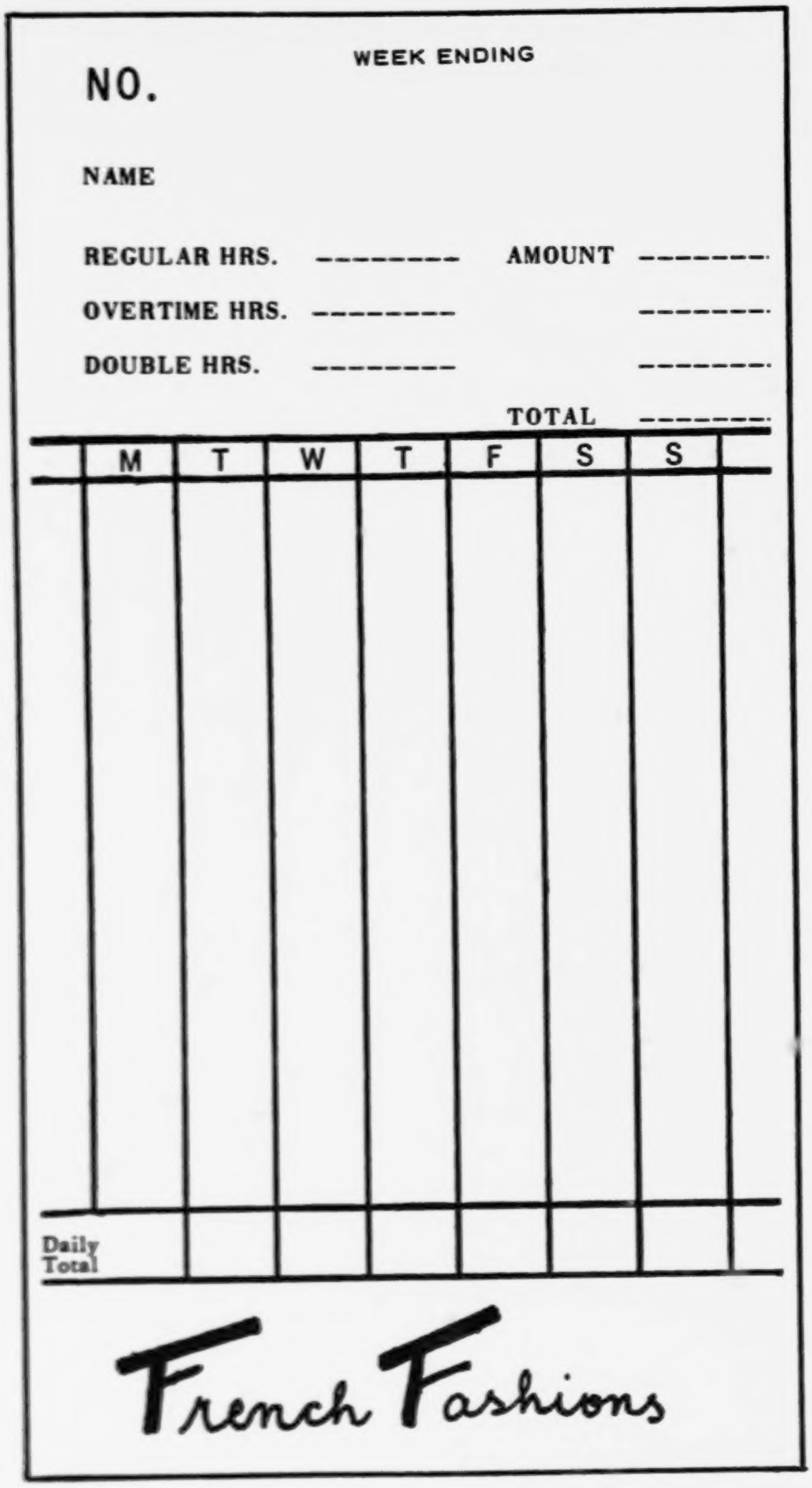
Words to learn for this lesson:

| | |
|---|---|
| number | (num'bėr) |
| top | (top) |
| date | (dāt) |
| time | (tīm) |
| money | (mun'i) |
| name | (nām) |
| factory | (fac'tə ri) |

You have learned about the timeclock.

NOW WE SHALL LEARN ABOUT THE TIMECARD.

This is a TIMECARD.



NO.

WEEK ENDING

NAME

REGULAR HRS. -------- AMOUNT --------

OVERTIME HRS. -------- --------

DOUBLE HRS. -------- --------

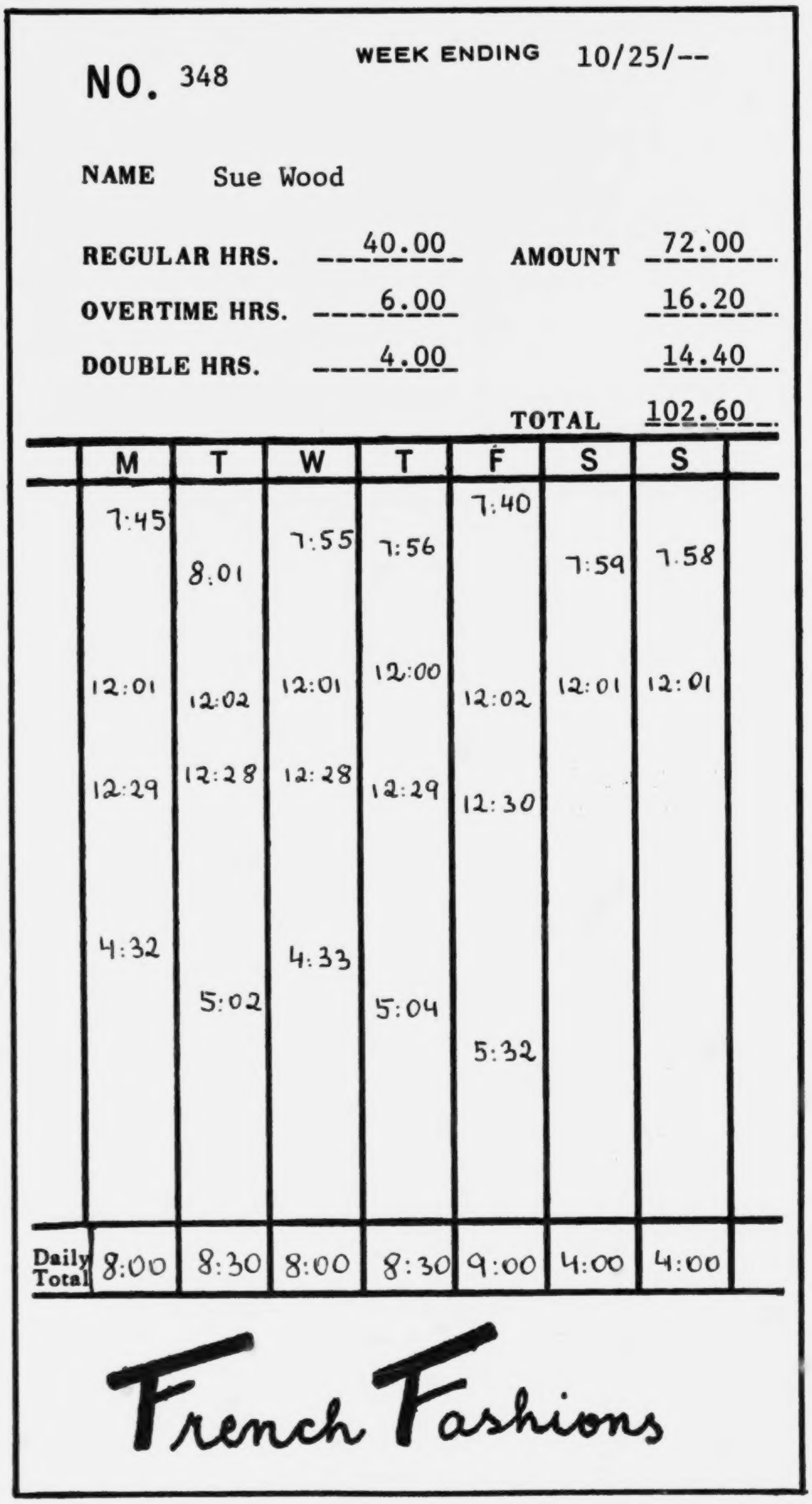
TOTAL --------

| | M | T | W | T | F | S | S | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| Daily Total | | | | | | | | |

French Fashions

# 348

When you start to work the boss gives you a number



NO. 348

WEEK ENDING 10/25/--

NAME Sue Wood

REGULAR HRS. 40.00 AMOUNT 72.00

OVERTIME HRS. 6.00 16.20

DOUBLE HRS. 4.00 14.40

TOTAL 102.60

| | M | T | W | T | F | S | S |
|---|---|---|---|---|---|---|---|
| | 7:45 | 8.01 | 7:55 | 7:56 | 7:40 | 7:59 | 7.58 |
| | 12:01 | 12:02 | 12:01 | 12:00 | 12:02 | 12:01 | 12:01 |
| | 12:29 | 12:28 | 12:28 | 12:29 | 12:30 | | |
| | 4:32 | 5:02 | 4:33 | 5:04 | 5:32 | | |
| Daily Total | 8:00 | 8:30 | 8:00 | 8:30 | 9:00 | 4:00 | 4:00 |

French Fashions

This NUMBER is on the top of the card.

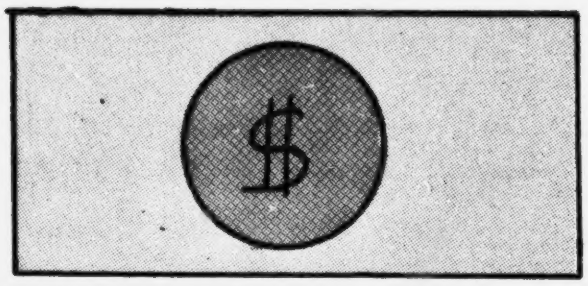
Your NAME is on the card.

The DATE OF THE WEEK is on the card.

The TIME YOU WORK is on the card.

The MONEY YOU EARNED is on the card.

The NAME OF THE FACTORY is on the card.



You are paid for the time that is marked on the card.

DO NOT FORGET TO PUNCH YOUR CARD.

If you are late, the next 15 minutes are taken out of your pay.

## ASSIGNMENT

Name 5 things that are on the timecard.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

# UNIT I

## Lesson 4

## The Workweek

OBJECTIVE - to learn about the workweek.

Words to learn for this lesson:

| | |
|---|---|
| less | (les) |
| overtime | (ō'vėr tīm) |
| more | (mor) |
| hour | (our) |
| half | (haf) |
| lunch | (lunch) |
| coffee | (kof'ē) |
| break | (brāk) |

YOUR WORKWEEK IS 40 HOURS.

If you work less than 40 hours, you get paid for the hours you worked.

If you work more than 40 hours, you make OVERTIME PAY.

$$\boxed{1 + \frac{1}{2}}$$

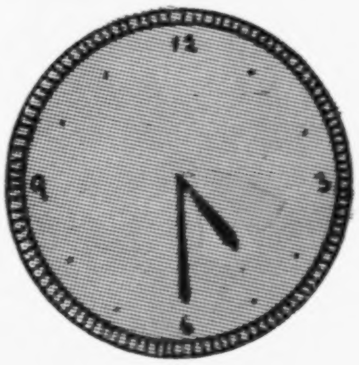
For overtime you get paid TIME AND A HALF.

Getting paid time and a half means you get your pay for the hours you work plus one-half of your pay for those hours.

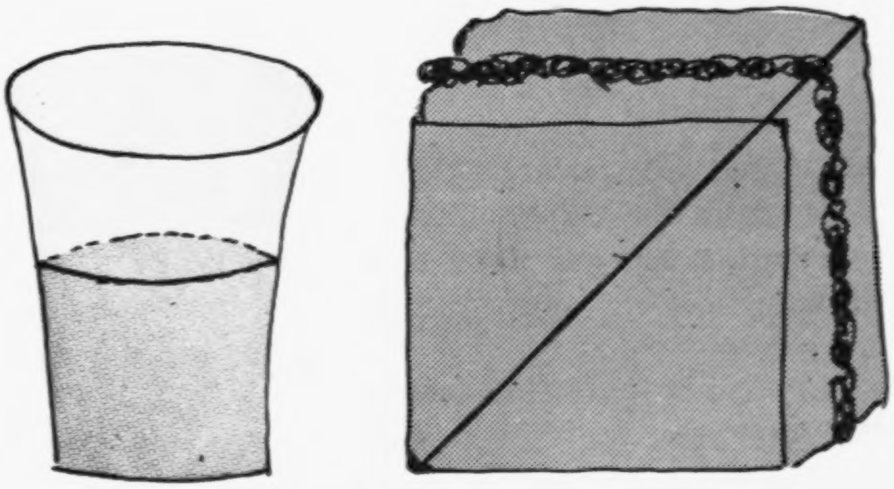
If you work on Sunday you get two times your pay for the hours on Sunday.

If you work longer than 8 hours in a day, you make overtime pay.

Most factories start work at 8:00 a.m.



Most factories stop work at 4:30 p.m.



This gives you $\frac{1}{2}$ hour for lunch.

Some factories have a coffee break.

## ASSIGNMENT

1) How long is your workweek?

2) How many hours do you work a day?

3) What is overtime?

4) How much do you get for overtime pay?

5) How much do you get for working on Sunday?

6) Do all factories have a coffee break?

## Lesson 5 The Workroom

OBJECTIVE - to learn about the workroom.

Words to learn for this lesson:

| | |
|---|---|
| workroom | (wėrk 'ŕôm) |
| rules | (rūlz) |
| choose | (chūz) |
| forelady | (fôr'lā dĭ) |
| repairs | (rē pãrz') |
| mechanic | (me kan'ik) |
| judge | (juj) |

This is a WORKROOM. You work with other people and must obey the rules.

You cannot work on any machine you choose.

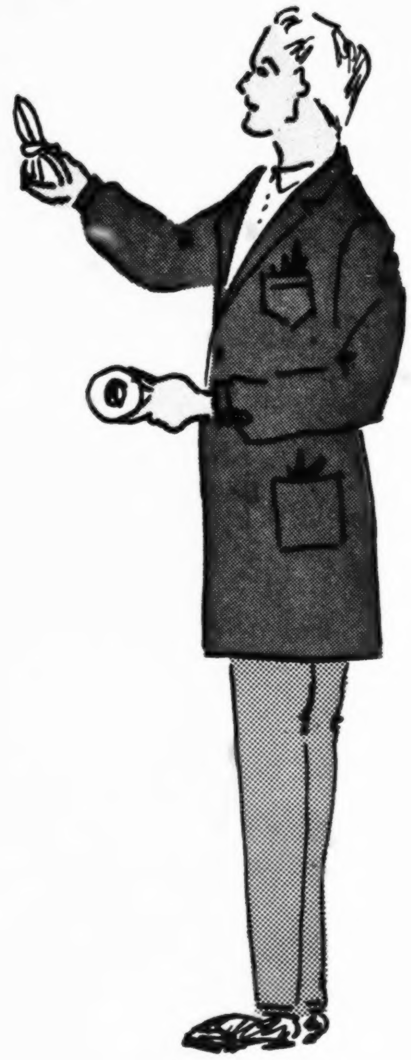
The forelady will show you to your machine.

She will tell you about your work.

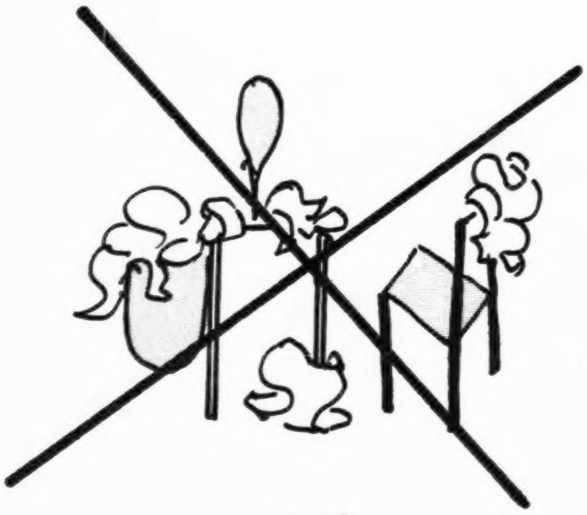
If you have any questions, ask the forelady, not the other workers.

Do not make your own repairs. Call the forelady.

She will get the mechanic.



YES



NO

KEEP YOUR MACHINE CLEAN.

You will be judged by your place in the workroom.

# ASSIGNMENT

1) Do you repair your own machine? YES NO

2) Can you work on any machine you choose? YES NO

3) If you have a question, do you ask other girls? YES NO

4) Someone will clean your machine; you do not have to bother? YES NO

# UNIT I

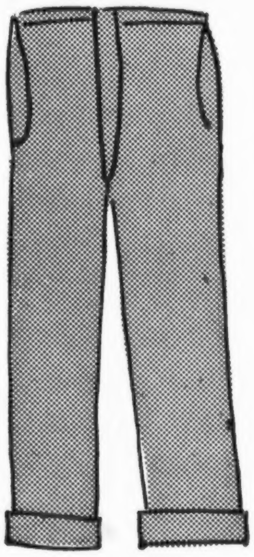
## Lesson 6 The Production Line

OBJECTIVE - to learn about the production line.

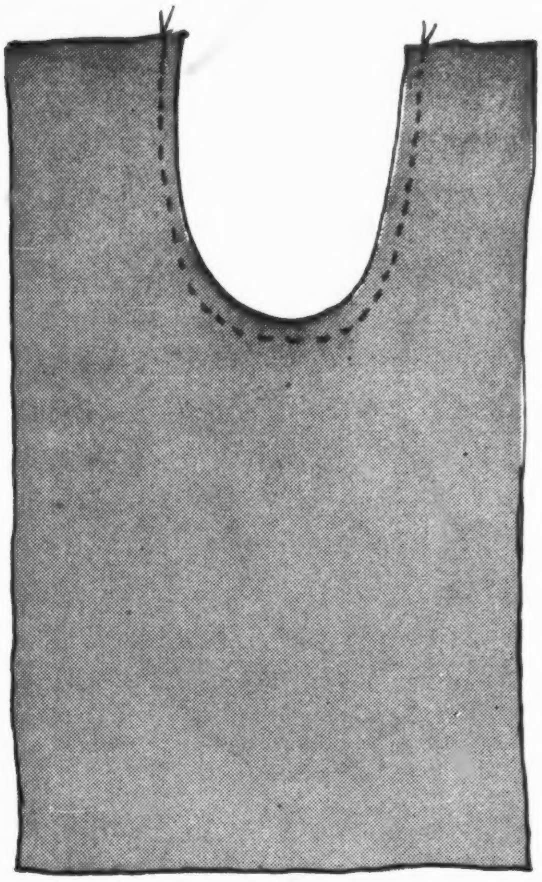
Words to learn for this lesson:

| | |
|---|---|
| production | (prō duk' shən) |
| garment | (gȧr'mənt) |
| operation | (op ėr ā shən) |
| floor girl | (flôr gėrl) |
| permission | (pėr mi'shən) |
| special | (spesh'əl) |

SOME FACTORIES WORK ON A PRODUCTION LINE.



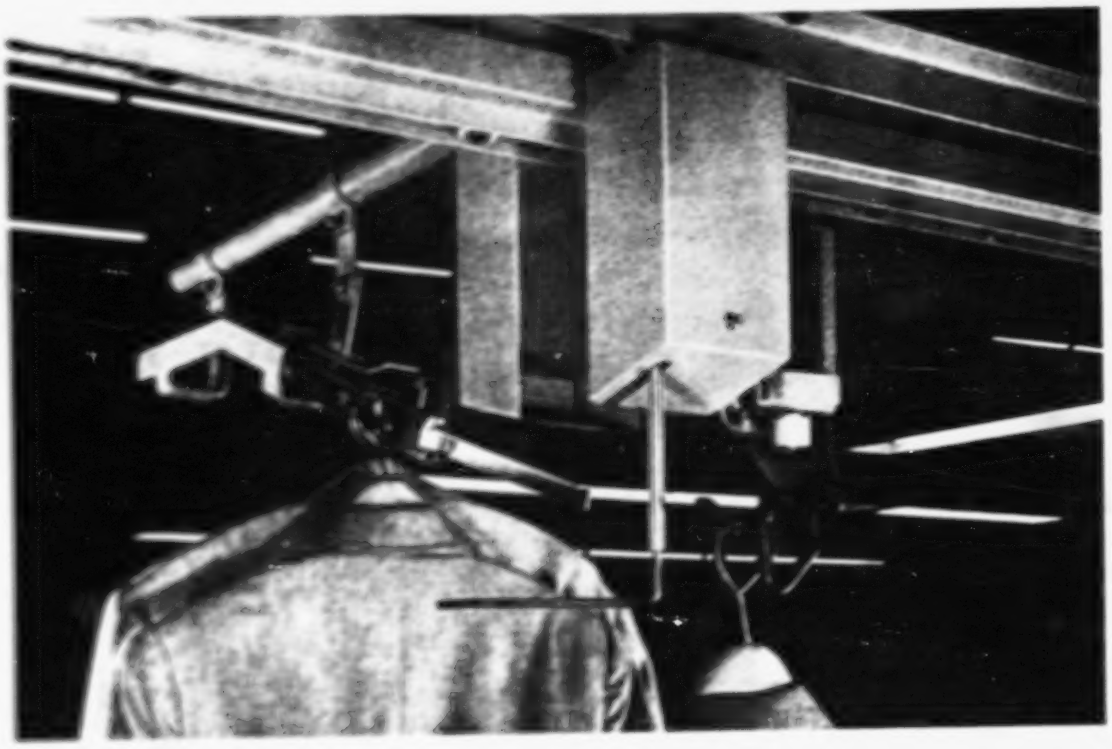
You do not make the whole garment.



You only work on one seam or operation.

THE WORKROOM IS SET UP IN A SPECIAL WAY.

Every operator gives her finished work to the next operator.



Some factories have machines that take the work from one machine to the next.

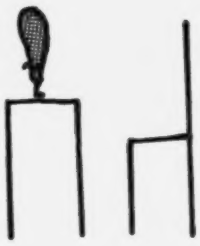
Some factories have floor girls to do this job.

DO NOT TALK.

If you work slower than the other operators, you hold up the line.

DO NOT LEAVE YOUR MACHINE.

If you must leave your machine, ask the forelady for permission.



Somebody must take your place in the production line.

There are special operators who know all the machines. They work when an operator is not there.

# ASSIGNMENT

1) Can you leave the machine any time you want? YES NO

2) Does it matter if you work slowly? YES NO

3) Do you make the whole garment? YES NO

4) Can anybody work on all the machines? YES NO

5) Do you work on more than one operation? YES NO

# UNIT I

## Lesson 7 Piecework

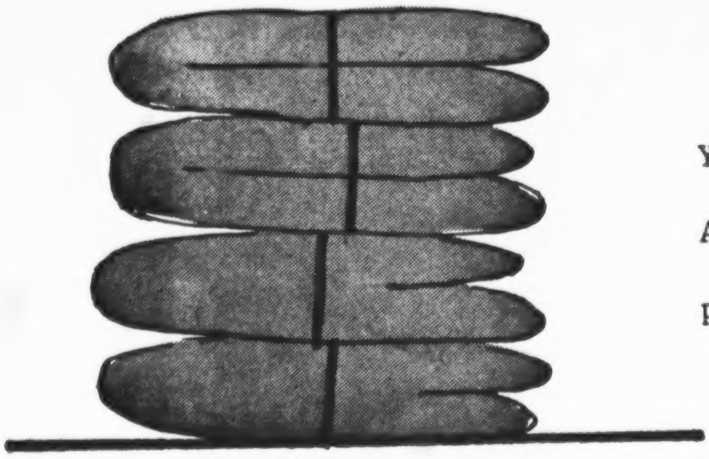
OBJECTIVE - to learn about piecework.

Words to learn for this lesson:

| | |
|---|---|
| piecework | (pēs'wėrk) |
| bundle | (bun'dl) |
| ticket | (tik'it) |
| drawer | (drôr) |
| stitch | (stich) |
| pinned | (pind) |
| tear | (tãr) |

If you work on a production line, you are paid by the hour.

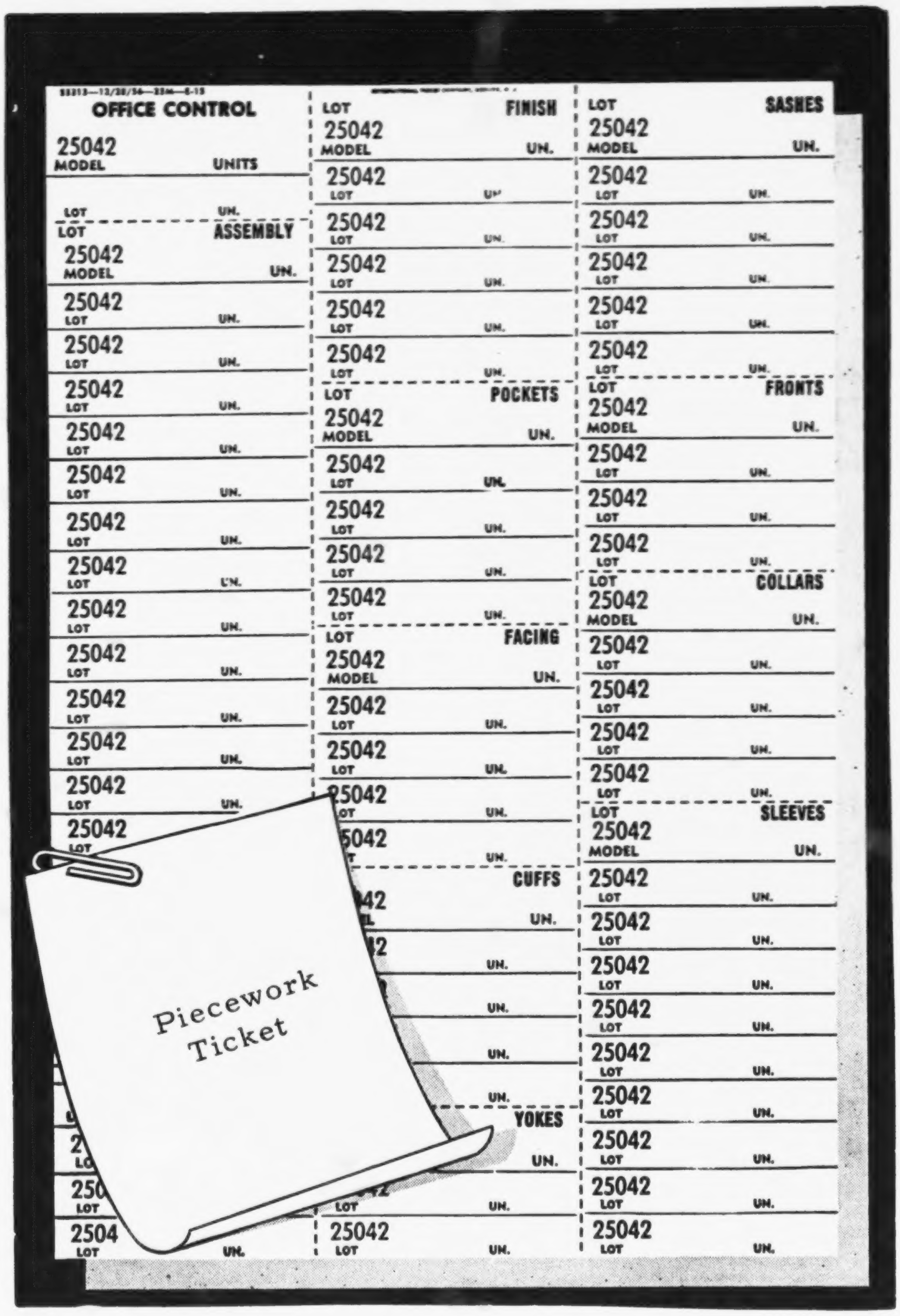
If you work on piecework, you are not paid by the hour. You are paid by how many pieces of work you finish.



You get your work in bundles. A BUNDLE is a set number of pieces of work.

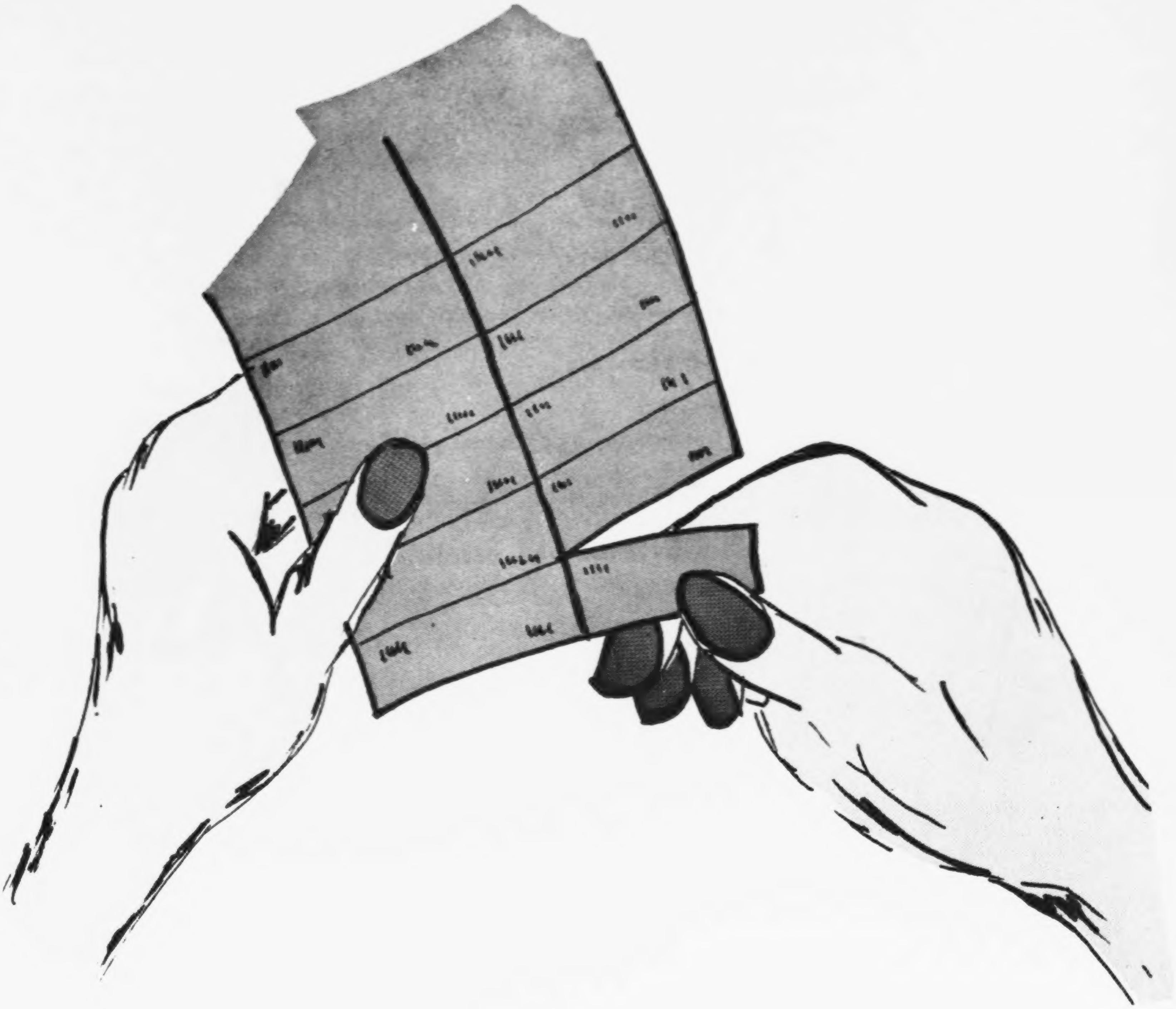
This is a

PIECEWORK TICKET.



Every bundle has a piecework ticket.

The piecework ticket is stitched or pinned to the first garment.



Your operation has a number on the card.

When you are finished with one bundle, you tear off your number.

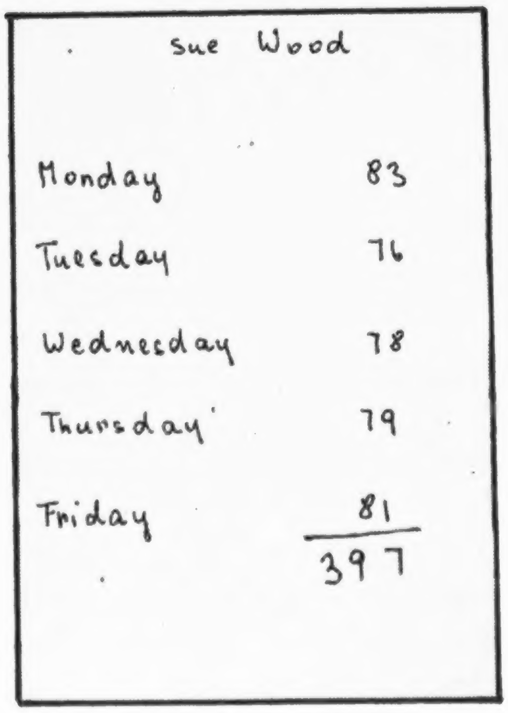
You keep the tickets until the end of the day.

Count your tickets and give them to the forelady.

DO NOT LOSE YOUR TICKETS!

You only get paid for the tickets you give to your forelady.

Everyday, write down the number of bundles you have made.

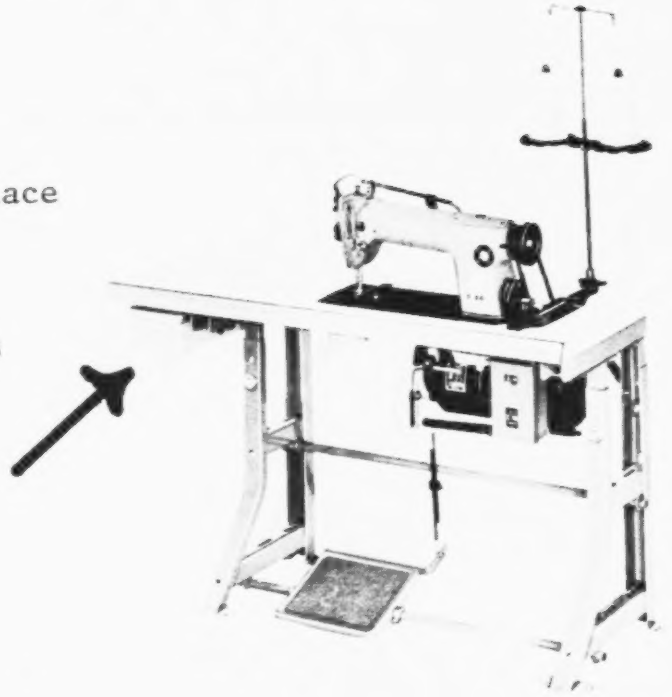


Sue Wood

| | |
|---|---|
| Monday | 83 |
| Tuesday | 76 |
| Wednesday | 78 |
| Thursday | 79 |
| Friday | 81 |
| | 397 |

Your machine drawer is a good place to keep your tickets.

They will not be lost in bundles of work there.



## ASSIGNMENT

1) Are you paid by the hour on piecework? YES NO

2) What is a bundle?

3) Does every bundle have a ticket? YES NO

4) What do you do with the ticket?

5) Where is a good place to keep the ticket?

6) When do you give the tickets to the forelady?

# UNIT I

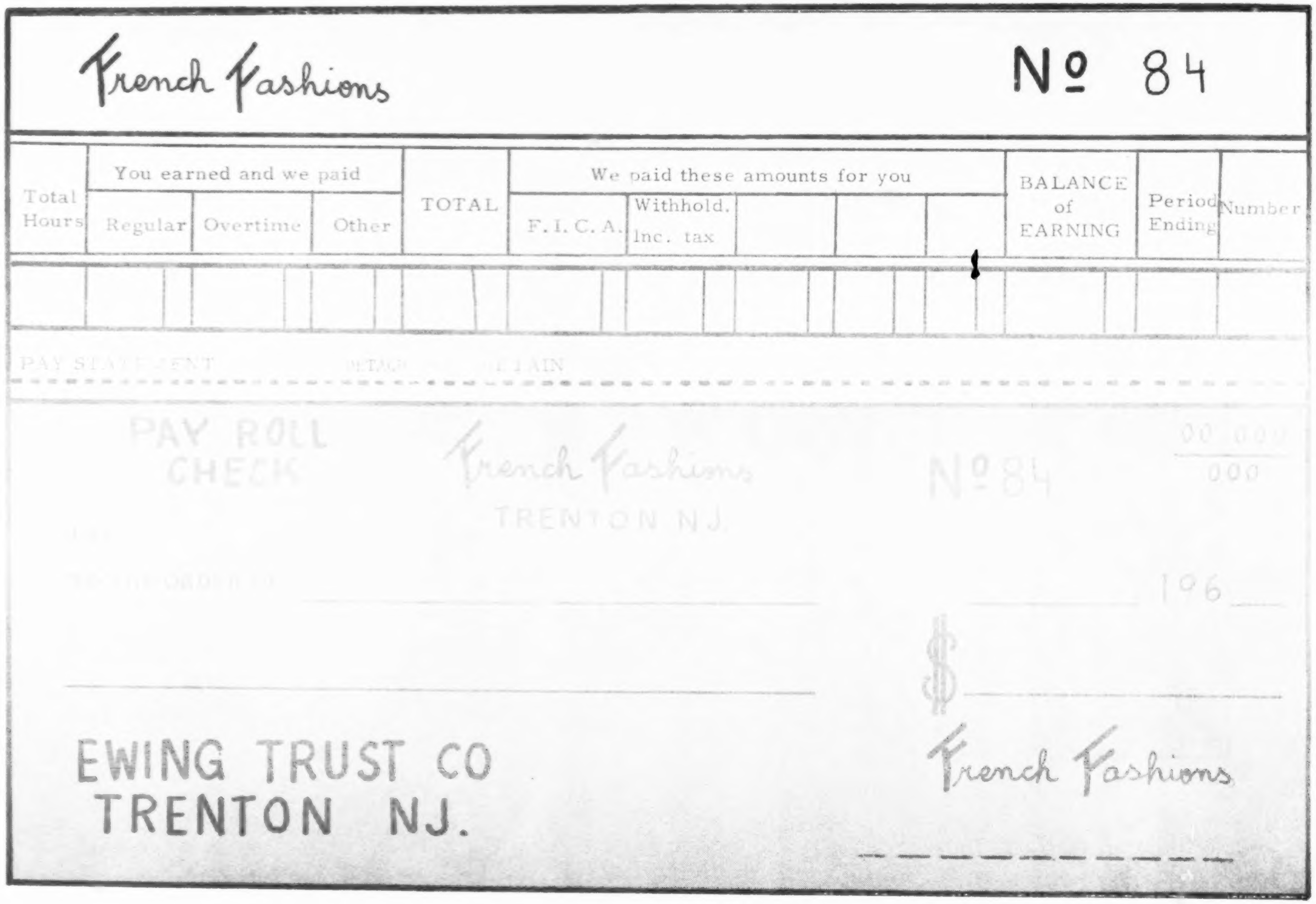
## Lesson 8

## The Paycheck

OBJECTIVE - to learn about the paycheck.

Words to learn for this lesson:

| | |
|---|---|
| pay | (pā) |
| check | (chek) |
| part | (pärt) |
| earnings | (ėr'ningz) |
| deduction | (dē duk'shən) |
| income tax | (in'kum taks) |
| health | (helth) |
| insurance | (in shür'əns) |



French Fashions

№ 84

| Total Hours | You earned and we paid | | | TOTAL | We paid these amounts for you | | | | | BALANCE of EARNING | Period Ending | Number |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Regular | Overtime | Other | | F.I.C.A. | Withhold. Inc. tax | | | | | | |
| | | | | | | | | | | | | |

PAY STATEMENT DETACH RETAIN

PAY ROLL CHECK

French Fashions
TRENTON NJ.

№ 84

00-000
000

DATE

PAY TO THE ORDER OF

196__

$

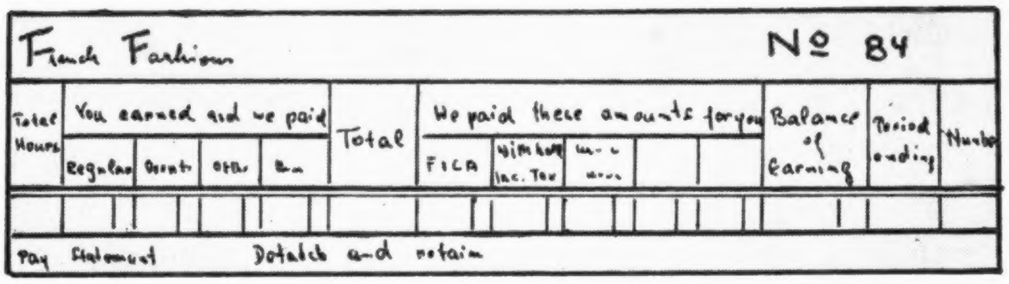
EWING TRUST CO
TRENTON NJ.

French Fashions

This is a PAYCHECK.

You will be paid every week [illegible]

Your paycheck has 2 parts.



French Fashions　No 84

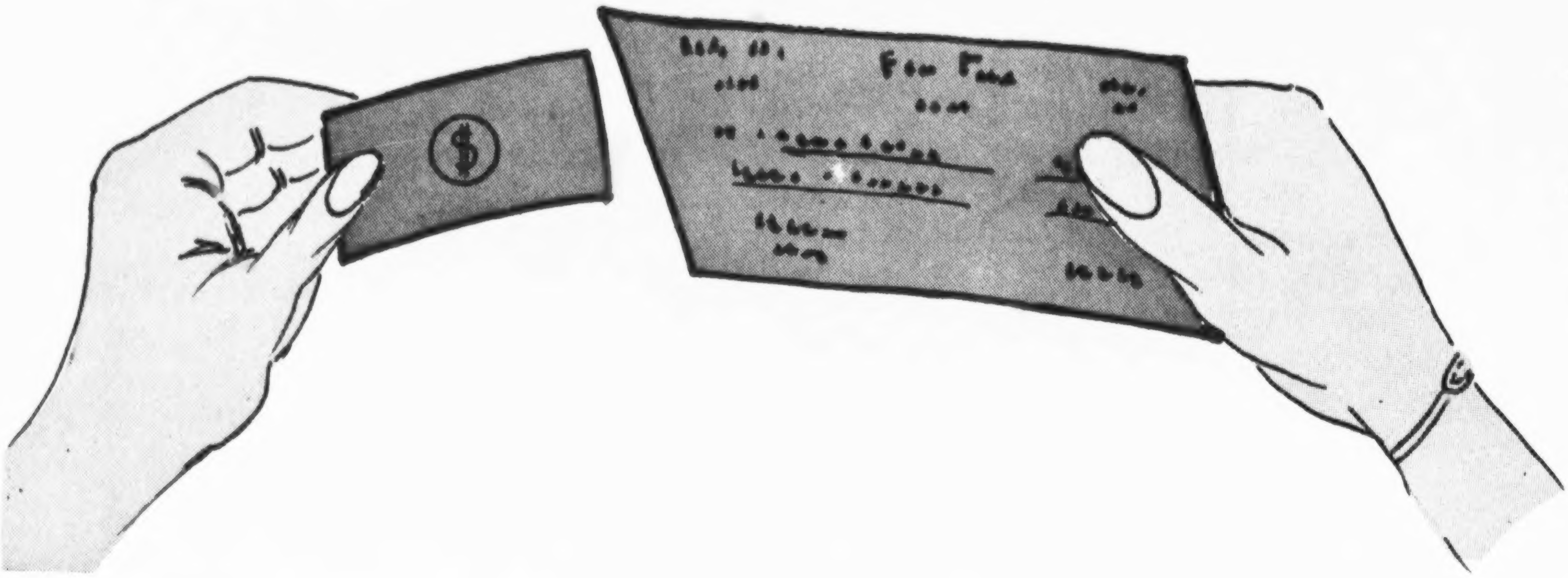
| Total Hours | You earned and we paid | | | | Total | We paid these amounts for you | | | | | Balance of Earning | Period ending | Number |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Regular | Overtime | Other | [illegible] | | FICA | Withholding Inc. Tax | [illegible] | | | | | |
| | | | | | | | | | | | | | |

Pay Statement　Detach and retain

The top part tells you about your earnings.

THE OTHER PART IS A CHECK.

You tear it off of the top part.

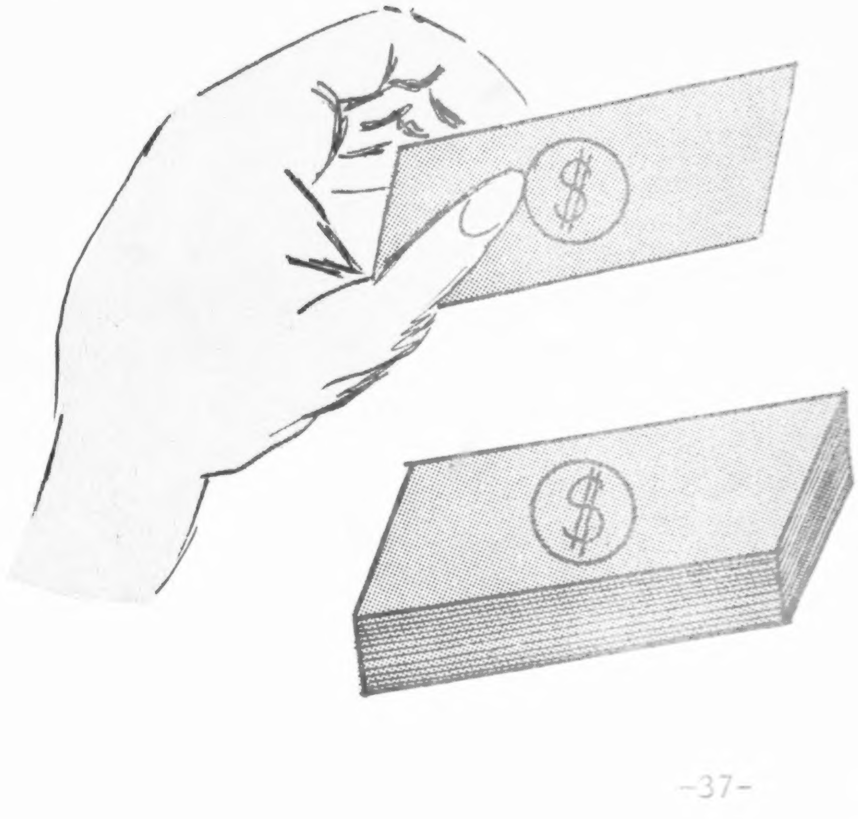


For this check the bank gives you money.

When you look at your first paycheck,

you will be surprised.

You do not get your whole pay.



Money is taken out of

your pay.

This money is called a

DEDUCTION.

You will find several

deductions on your

paycheck.

Let us talk about deductions.

INCOME TAX is a deduction.

Your income tax goes to

Washington.

It is used by the government

to help pay for running the

country.

SOCIAL SECURITY is a

deduction.

It is called F.I.C.A.

on the top part of

your check.

You pay part of the

social security tax.

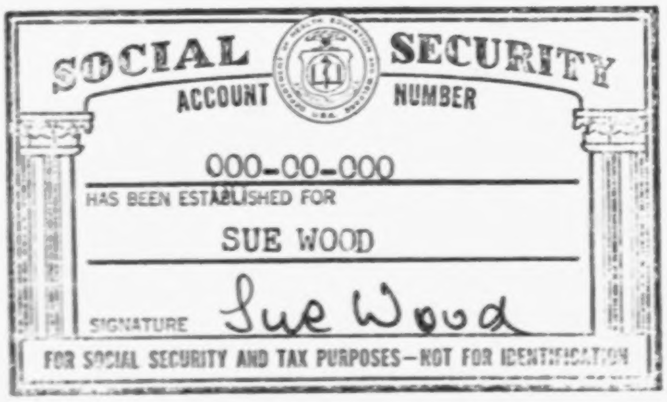
Your boss pays part of

the social security

tax.

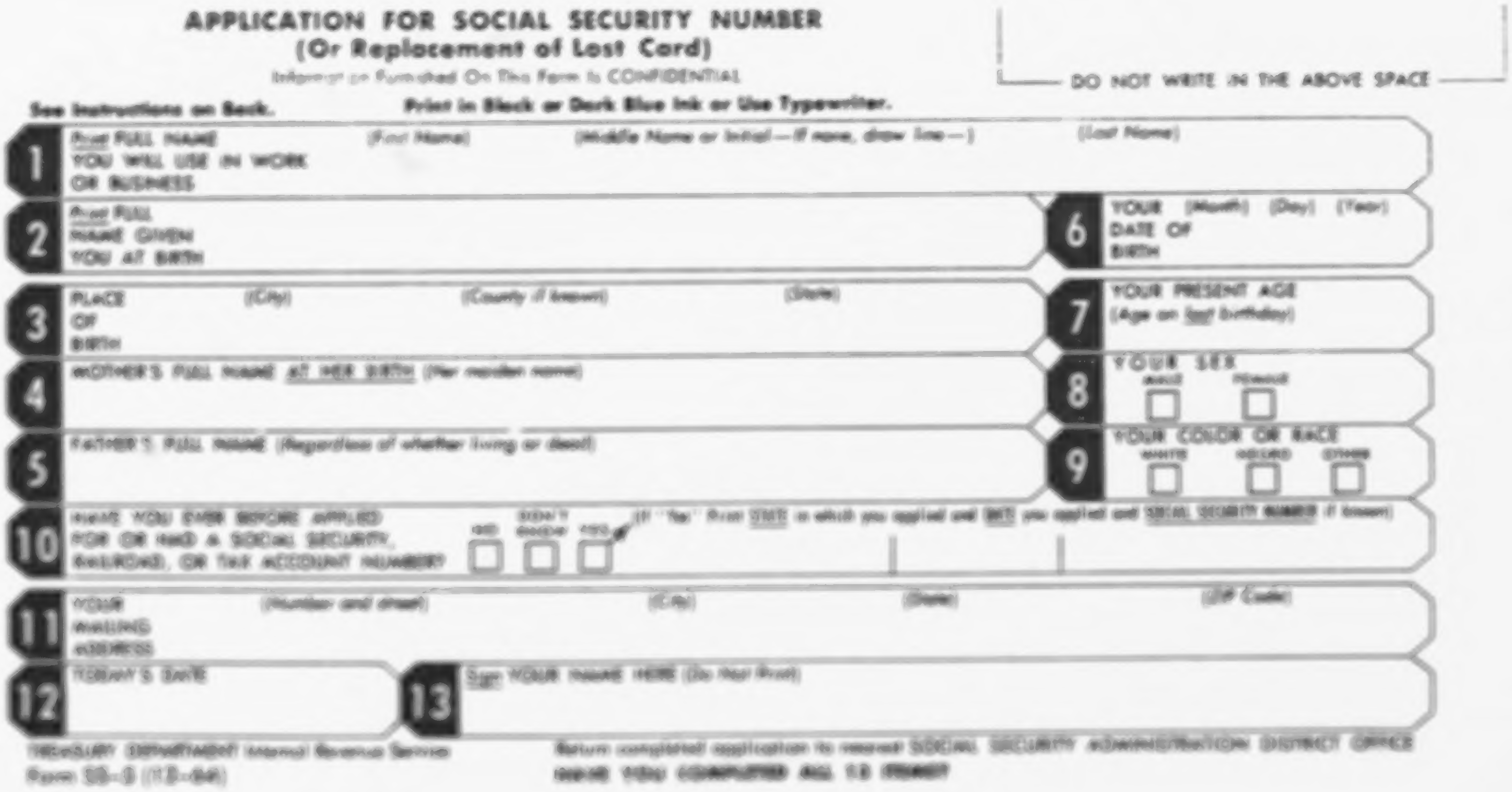
The money for social security is held for you by the government. When you are 65 years old, you will get some money every month.

Every worker must have a social security card with his number on it.



SOCIAL SECURITY
ACCOUNT NUMBER
000-00-000
HAS BEEN ESTABLISHED FOR
SUE WOOD
SIGNATURE Sue Wood
FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

To get a social security card, you must fill in an application form like this:



**APPLICATION FOR SOCIAL SECURITY NUMBER**
**(Or Replacement of Lost Card)**
Information Furnished On This Form Is CONFIDENTIAL

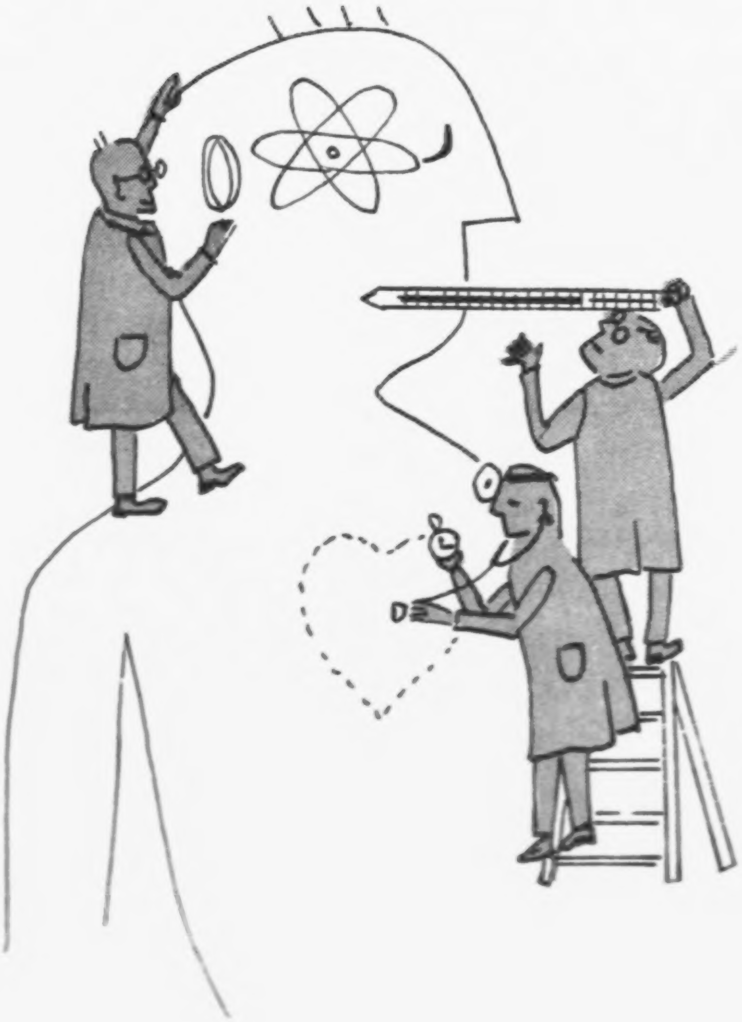
DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back.
Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—If none, draw line—) (Last Name)
2 Print FULL NAME GIVEN YOU AT BIRTH
3 PLACE OF BIRTH (City) (County if known) (State)
4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)
5 FATHER'S FULL NAME (Regardless of whether living or dead)
6 YOUR DATE OF BIRTH (Month) (Day) (Year)
7 YOUR PRESENT AGE (Age on last birthday)
8 YOUR SEX MALE ☐ FEMALE ☐
9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐
10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "Yes" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)
11 YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)
12 TODAY'S DATE
13 Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service
Form SS-5 (12-64)

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?



HEALTH INSURANCE is a deduction.

You pay part of the health insurance.

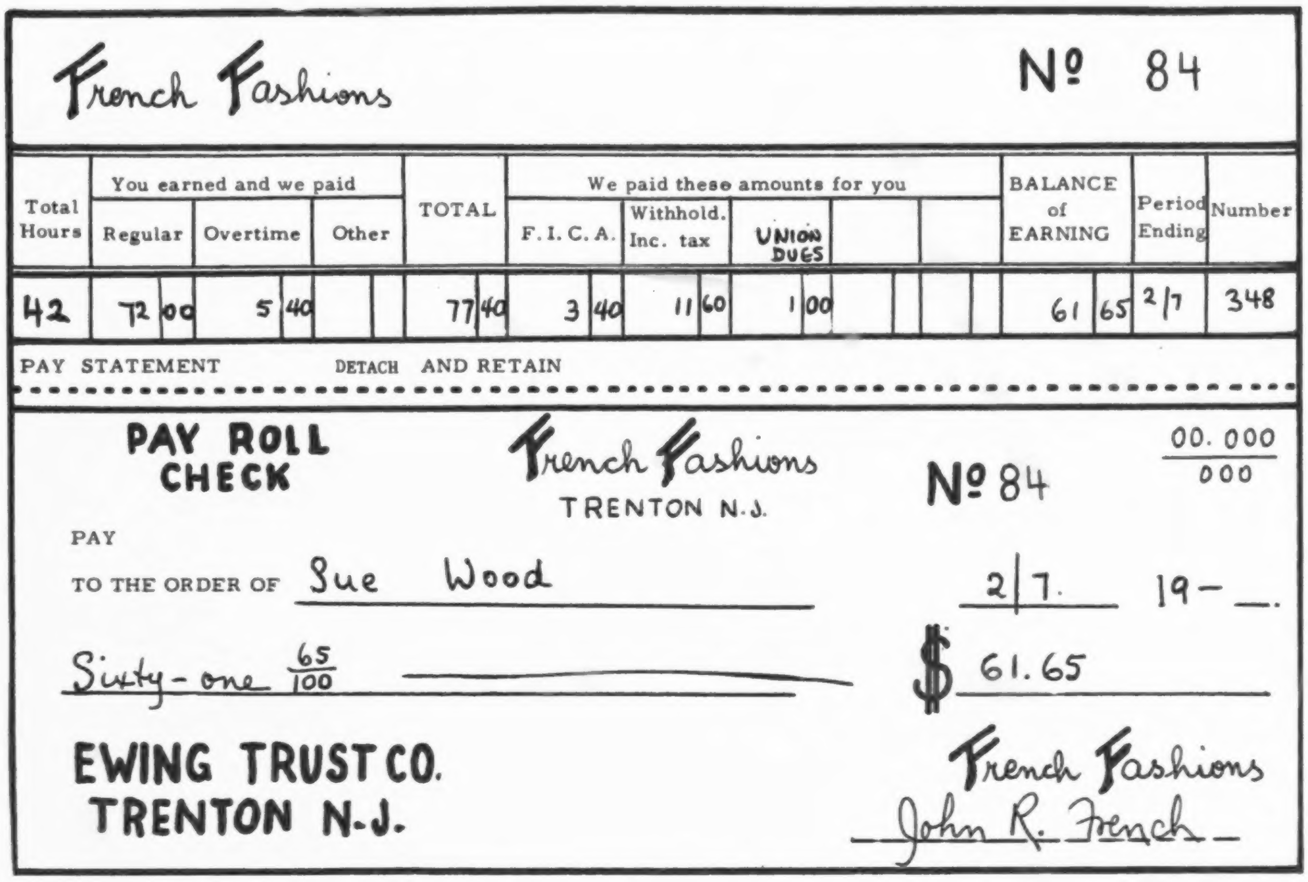
Your boss pays part of the health insurance.

When you are sick, the insurance pays for the doctor and hospital.

UNION DUES is a deduction.

The union is a group of workers.

They get together to help each other get better pay and working conditions.



French Fashions № 84

| | You earned and we paid | | | | We paid these amounts for you | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Hours | Regular | Overtime | Other | TOTAL | F. I. C. A. | Withhold. Inc. tax | UNION DUES | | | BALANCE of EARNING | Period Ending | Number |
| 42 | 72 00 | 5 40 | | 77 40 | 3 40 | 11 60 | 1 00 | | | 61 65 | 2/7 | 348 |

PAY STATEMENT DETACH AND RETAIN

PAY ROLL CHECK

French Fashions
TRENTON N.J.

№ 84

00. 000
000

PAY
TO THE ORDER OF Sue Wood 2/7. 19–

Sixty-one 65/100 $ 61.65

EWING TRUST CO.
TRENTON N.J.

French Fashions
John R. French

## ASSIGNMENT

1) How many parts are in a paycheck?

2) What part do you take to the bank?

3) What is a deduction?

4) Name 4 deductions.

# UNIT II - A GOOD WORKER

1) A Good Worker
2) Work Habits
3) Attitude
4) Honesty
5) Grooming
6) Hygiene

# UNIT II

## Lesson I A Good Worker

OBJECTIVE - to learn what makes a good worker.

Words to learn for this lesson:

| | |
|---|---|
| waste | (wāst) |
| dependable | (dē pen da bl) |

Up to now you have been learning to sew.

This is not all you have to know.

It is just as important to be a good worker.

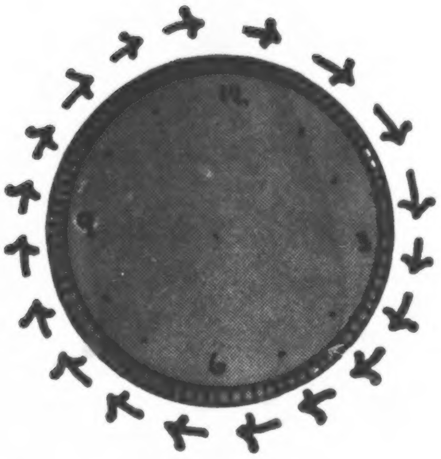
WHAT IS A GOOD WORKER?

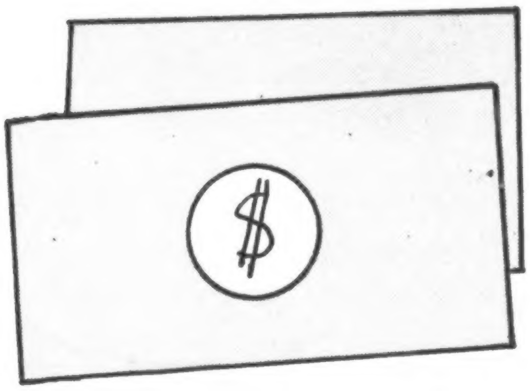
Good workers are hard working.

Thank your boss for the job by being a good worker.

DO NOT BE A CLOCK WATCHER.

DO NOT WASTE TIME DAYDREAMING.





It is the same as stealing if you do not give your boss 1 hour's work for 1 hour's pay.

BE DEPENDABLE.

Do not come to work one day and stay home the next.

DO NOT WASTE TIME TALKING.

# ASSIGNMENT

Name 5 things a good worker does:

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

5) ______________________________

# UNIT II

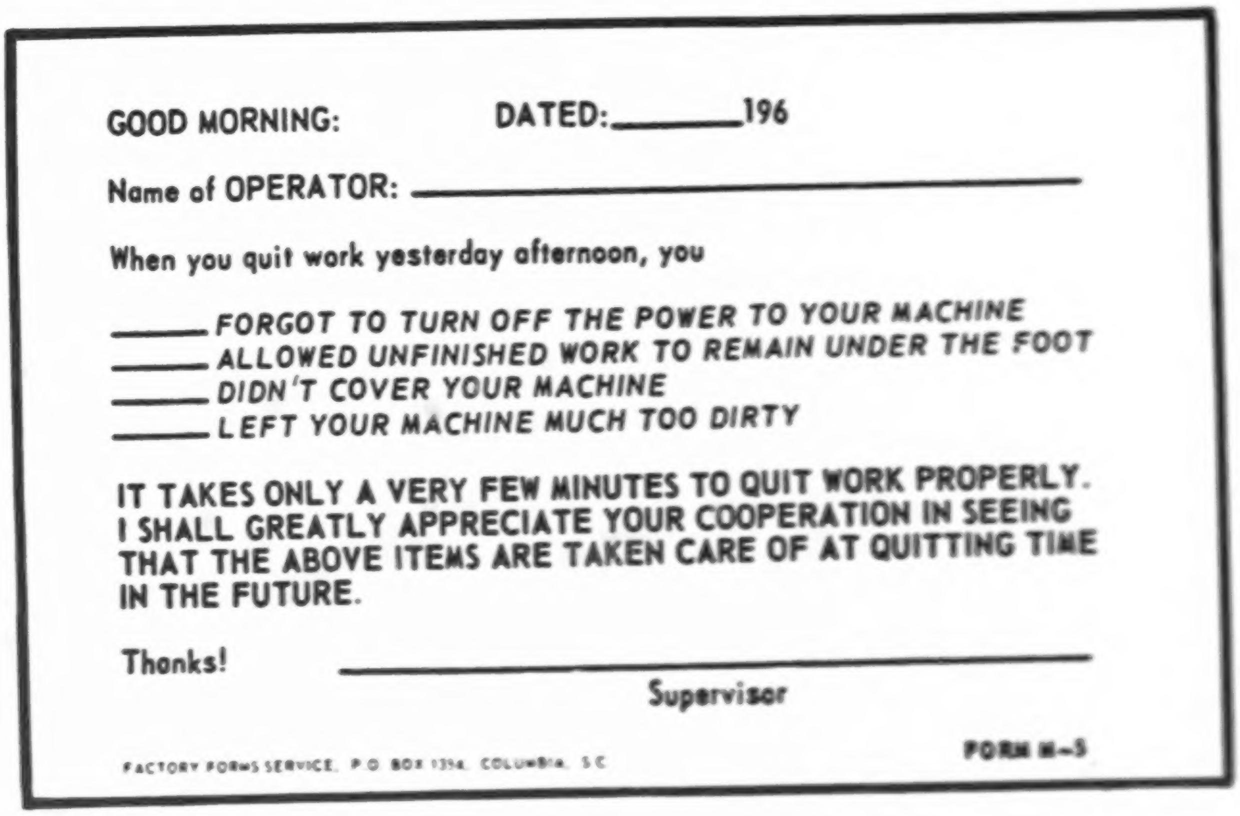
## Lesson 2 Work Habits

OBJECTIVE - to learn about good work habits.

Words to learn for this lesson:

| | |
|---|---|
| easy | (ē'zi) |
| difficult | (dif'i kult) |
| improve | (im prūv') |
| warning | (wôr'ning) |
| neat | (nēt) |
| tidy | (tī'di) |
| mistake | (mis tāk') |
| waste | (wāst) |

It is easy to find a job, but difficult to hold it. To hold a job you must have good work habits.



GOOD MORNING: DATED:________196

Name of OPERATOR: ______________________________

When you quit work yesterday afternoon, you

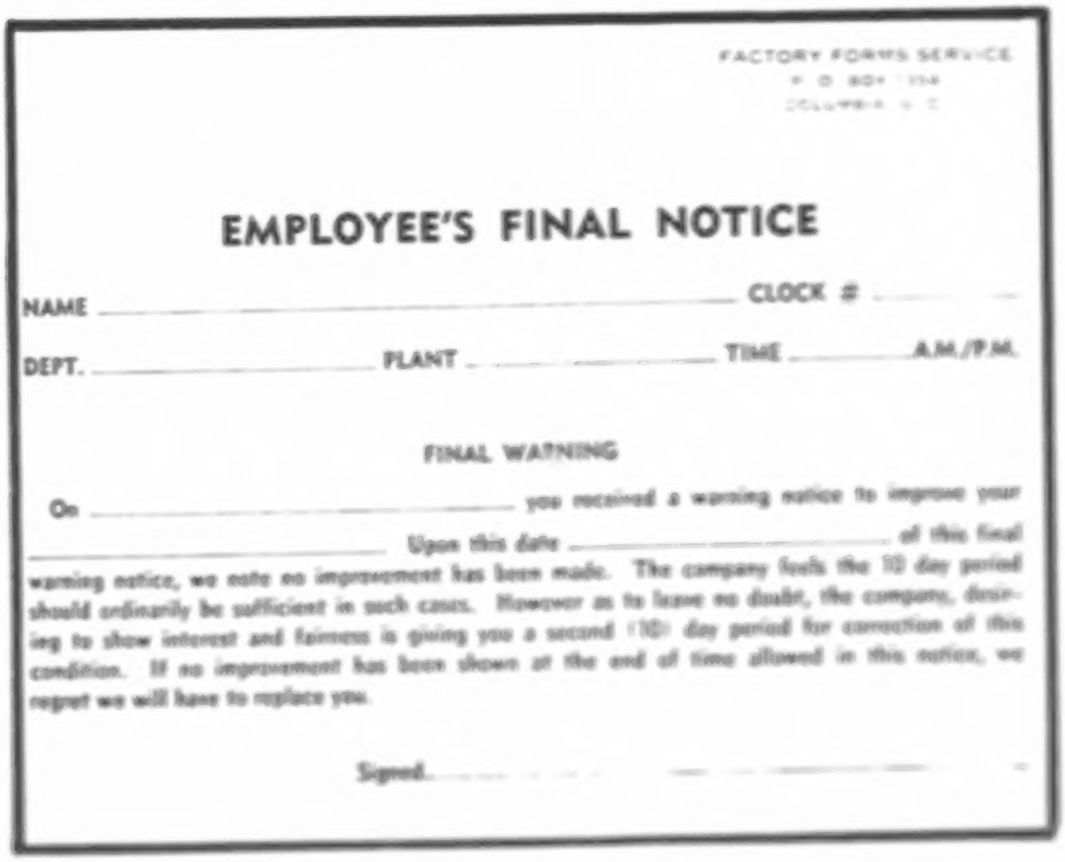
______ *FORGOT TO TURN OFF THE POWER TO YOUR MACHINE*
______ *ALLOWED UNFINISHED WORK TO REMAIN UNDER THE FOOT*
______ *DIDN'T COVER YOUR MACHINE*
______ *LEFT YOUR MACHINE MUCH TOO DIRTY*

**IT TAKES ONLY A VERY FEW MINUTES TO QUIT WORK PROPERLY. I SHALL GREATLY APPRECIATE YOUR COOPERATION IN SEEING THAT THE ABOVE ITEMS ARE TAKEN CARE OF AT QUITTING TIME IN THE FUTURE.**

Thanks! ______________________________
Supervisor

FACTORY FORMS SERVICE, P.O. BOX 1354, COLUMBIA, S.C. FORM H-5

This is a warning that you did something wrong.



FACTORY FORMS SERVICE
P. O. BOX 1354
COLUMBIA, S. C.

**EMPLOYEE'S FINAL NOTICE**

NAME ________________________ CLOCK # ________

DEPT. ____________ PLANT ____________ TIME ________ A.M./P.M.

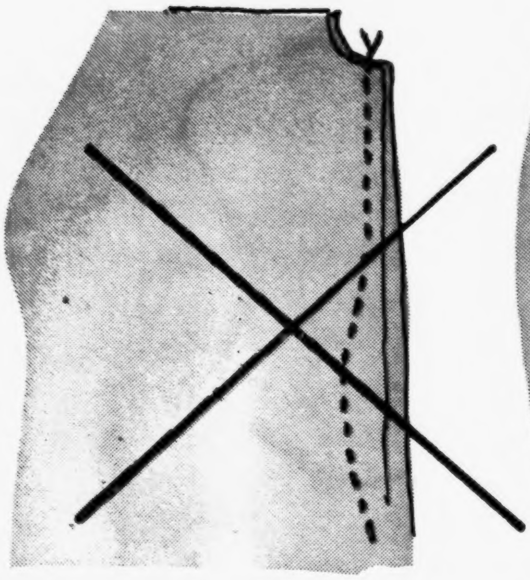
FINAL WARNING

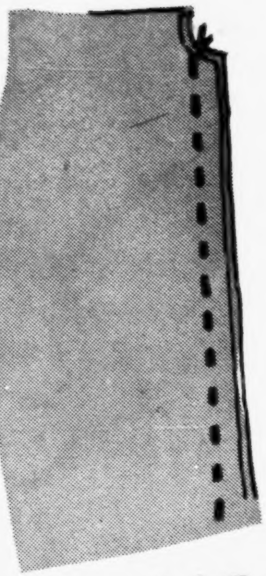
On ____________________ you received a warning notice to improve your ____________________ Upon this date ____________________ of this final warning notice, we note no improvement has been made. The company feels the 10 day period should ordinarily be sufficient in such cases. However as to leave no doubt, the company, desiring to show interest and fairness is giving you a second (10) day period for correction of this condition. If no improvement has been shown at the end of time allowed in this notice, we regret we will have to replace you.

Signed______________________________

This is a warning that you must do better or lose your job.

DO NOT BE LATE.


NO


YES

Do the best work you can.

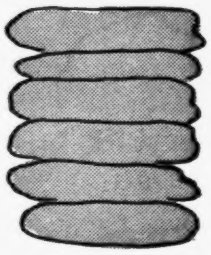
Improve all the time.

If you make a mistake, fix it.

Go on learning new things.

You never know all about your job.

All your work should be neat and tidy.


YES

NO

DO NOT WASTE TIME.

If 60 workers waste 1 minute each, the boss must pay for 1 hour when nobody has worked.

## ASSIGNMENT

1) It is _ _ _ _ to find a job, but _ _ _ _ _ _ _ _ _ _ to hold it.

2) If you do something wrong, you get a _ _ _ _ _ _ _ _ .

3) All your work should be _ _ _ _ and _ _ _ _ .

4) If you make a mistake, _ _ _ _ _ .

5) Go on _ _ _ _ _ _ _ _ _ new things.

6) Do not _ _ _ _ _ time.

## UNIT II

### Lesson 3 Attitude

OBJECTIVE - to learn how to behave at work.

Words to learn for this lesson:

| | |
|---|---|
| attitude | (at'i tüd) |
| behave | (bē hāv') |
| polite | (pə līt') |
| friendly | (frend'li) |
| grouch | (grouch) |
| indifferent | (in dif'ə rənt) |
| rude | (rüd) |
| helpful | (help'fu̇l) |

YOUR ATTITUDE IS AS IMPORTANT AS YOUR WORK HABITS.

Be polite to everybody.

SMILE AND BE FRIENDLY.

Nobody likes a grouch.

Do not be indifferent.

Do not be rude.

Be helpful to your boss. Be helpful to the other workers.

## ASSIGNMENT

Name 4 things which show a good attitude.

1. ________________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________

# UNIT II

## Lesson 4 Honesty

OBJECTIVE - to learn about honesty on the job.

Words to learn for this lesson:

| | |
|---|---|
| trust | (trust) |
| earn | (ėrn) |
| permission | (pėr mish' ən) |

Your boss and the other workers want to trust you.

TRUST MUST BE EARNED.

Do not go into drawers without permission. Never take anything home from the factory, even if you think it has been thrown away. ASK FOR IT.

If you want to borrow something, ASK FOR IT.

Do not waste time.
Do not waste material.
This is like stealing.

Do not ask any other workers to punch in or out for you.

BE TRUTHFUL:

Do not tell lies about the boss.

Do not tell lies about the factory.

Do not tell lies about the other workers.

DO NOT GOSSIP.

# UNIT II

## Lesson 5 Grooming

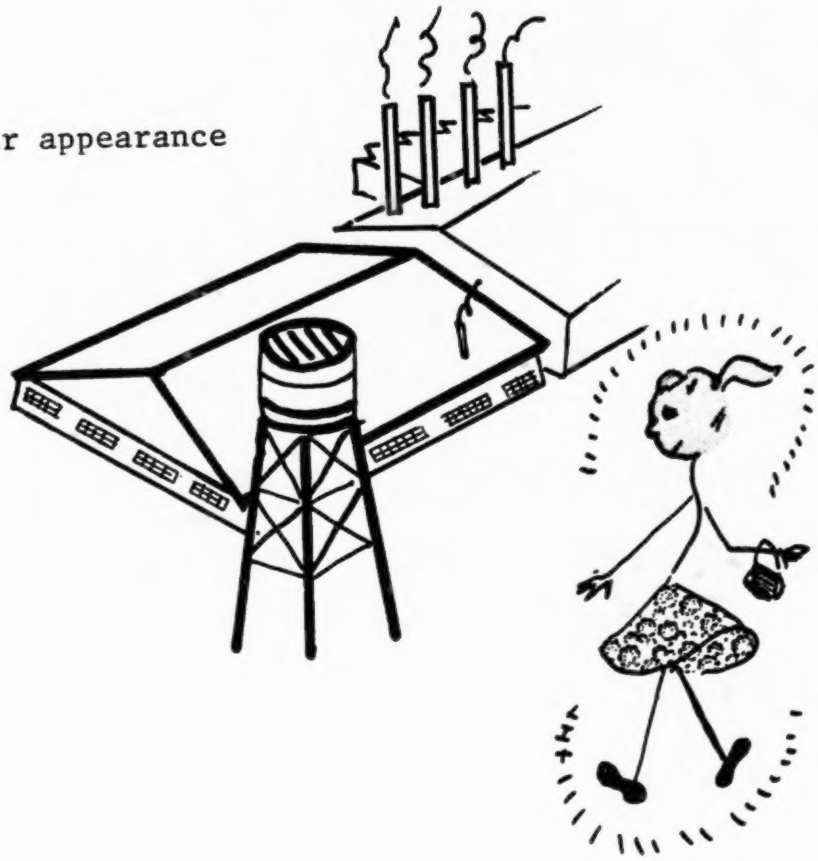
OBJECTIVE - to learn how to be well groomed.

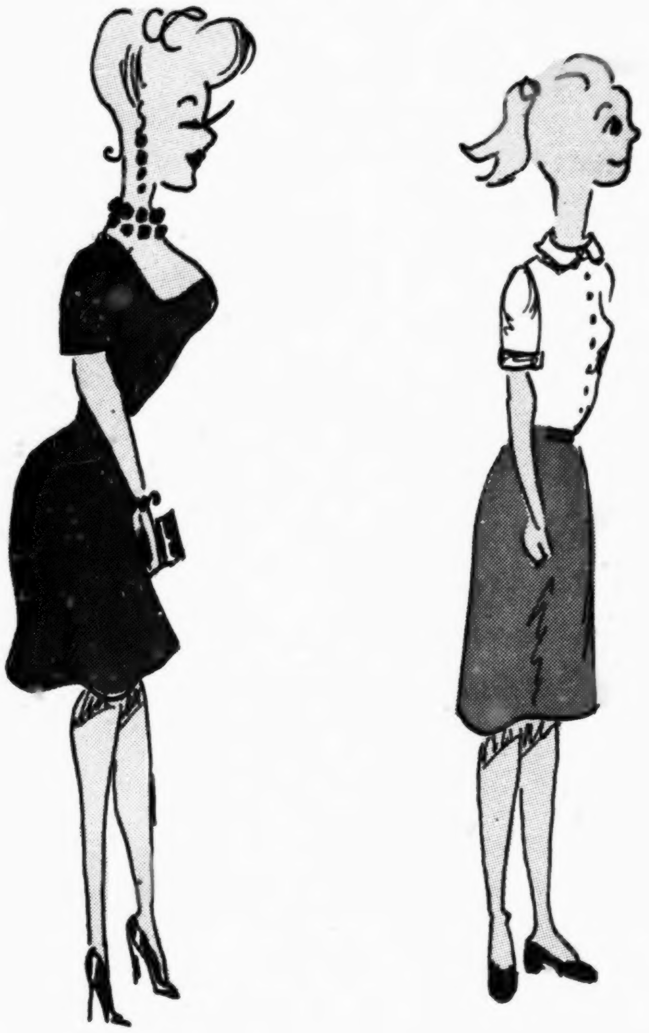
Words to learn for this lesson:

| | |
|---|---|
| appearance | (ə pēr'əns) |
| overdress | (ō vər dres') |
| shine | (shīn) |
| clothes | (klōz) |
| press | (pres) |
| makeup | (māk'up) |
| hairdo | (hãr'dü) |
| pony tail | (pō'ni tāl) |

When you go to work, your appearance is very important.

COME TO WORK CLEAN.



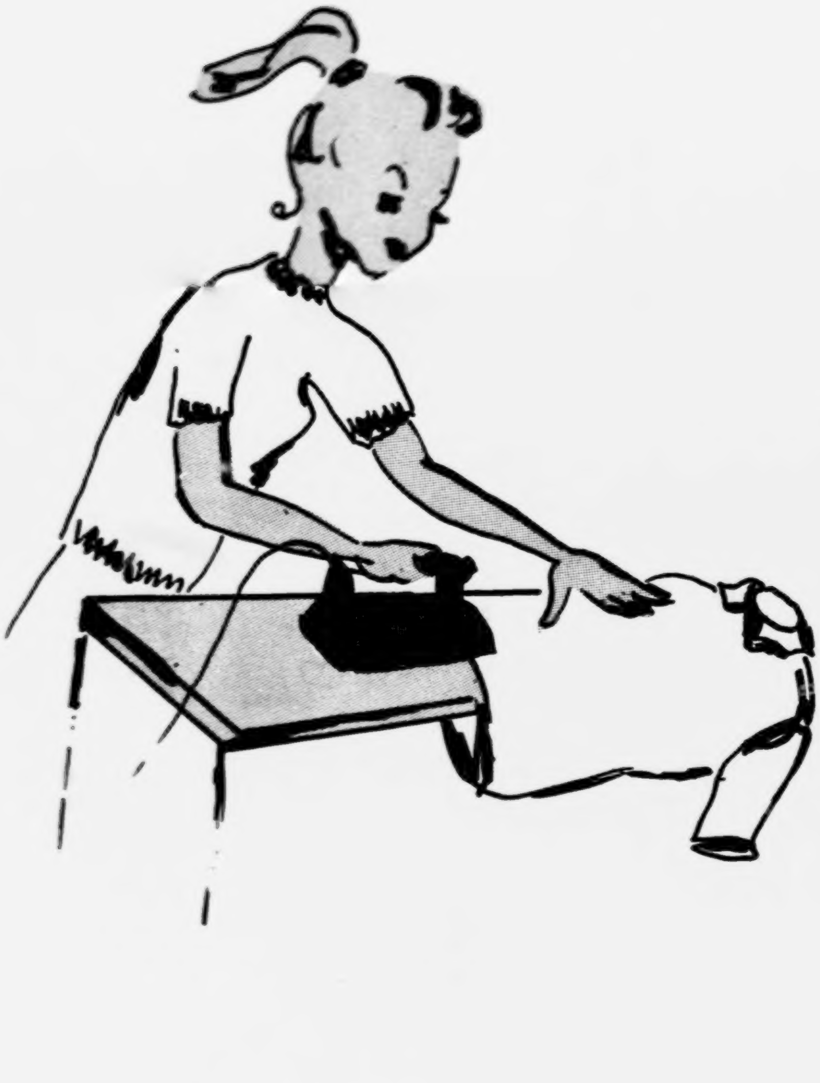


DRESS NEATLY.

Do not overdress.
You are not going to
a party.

Neither are you going
fishing.

Keep your shoes shined.



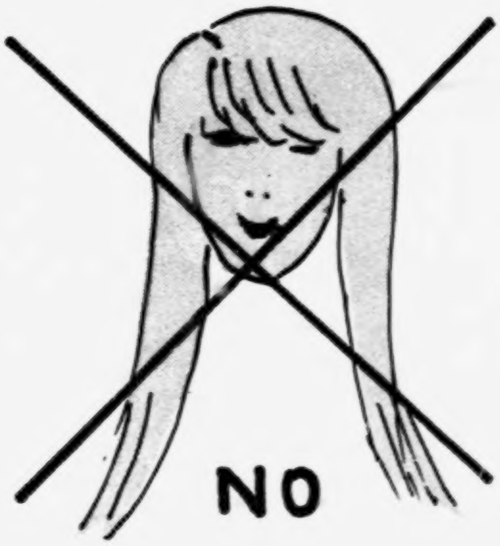
Keep your clothes well pressed.

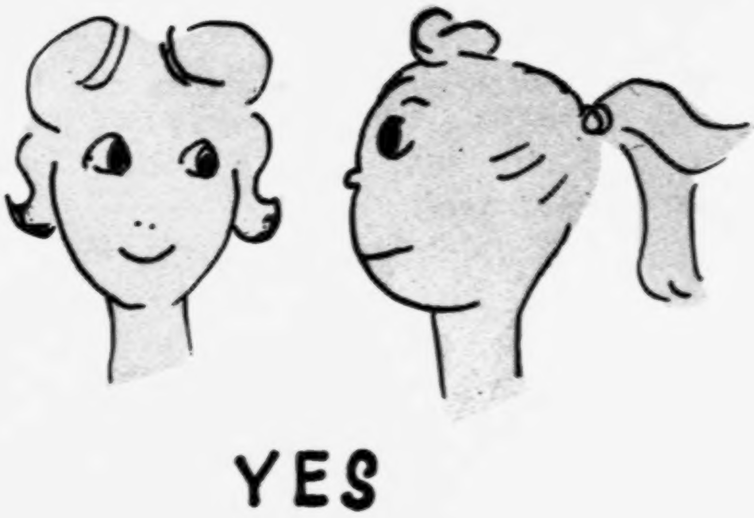
You work with your hands; they are important.

Do not wear your nails too long.

Your hands and fingernails should be clean.

Do not wear too much makeup. You are not a movie star.





Wear your hair in a neat, short hairdo.

If your hair is long, wear it in a pony tail at work.

## ASSIGNMENT

Name 4 things you should do for good grooming.

1. ________________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________

Name 4 things you should not do for good grooming.

1. ________________________________________
2. ________________________________________
3. ________________________________________
4. ________________________________________

# UNIT II

## Lesson 6 Hygiene

OBJECTIVE - to learn about personal cleanliness and hygiene.

Words to learn for this lesson:

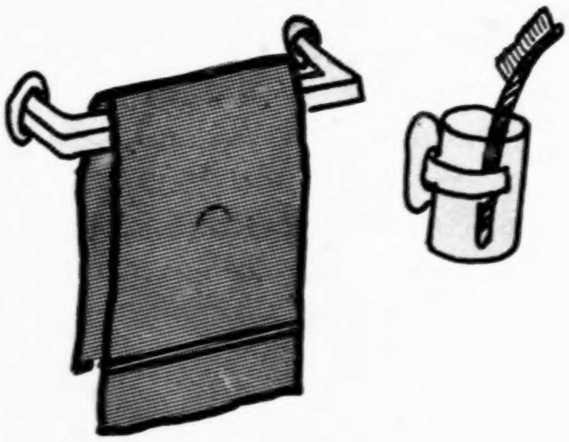
| | |
|---|---|
| hygiene | (hī'jēn) |
| every | (ev'ri) |
| deodorant | (dē ō'dər ənt) |
| shiny | (shī'ni) |
| straight | (strāt) |
| posture | (pos'chər) |
| backache | (bak'āk) |
| daily | (dā'li) |

CLEANLINESS IS IMPORTANT.

An operator who is sloppy in her person will also be sloppy in her work.

TAKE A BATH OR SHOWER EVERYDAY.

USE A GOOD DEODORANT EVERYDAY.

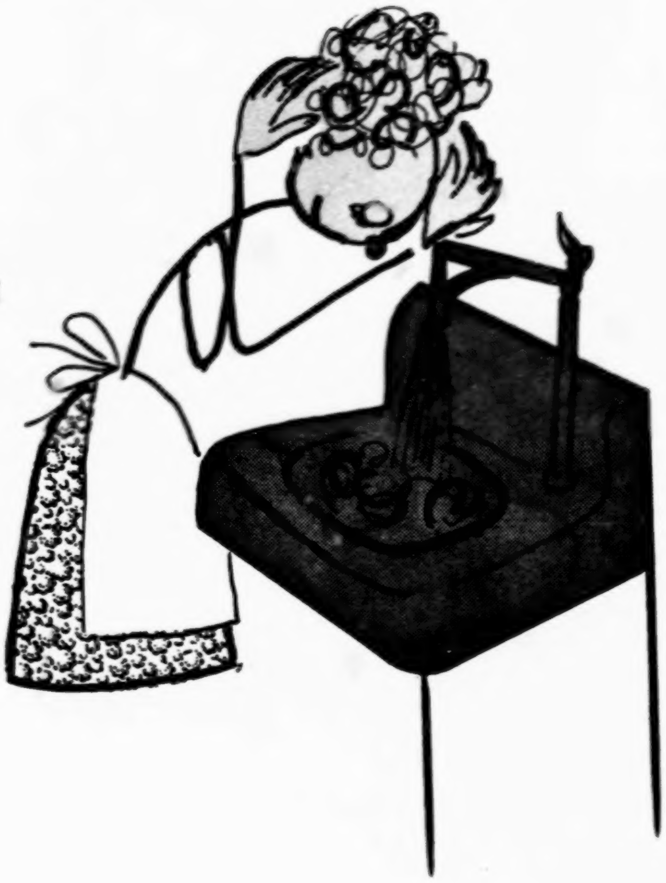


BRUSH YOUR TEETH TWO TIMES

A DAY.

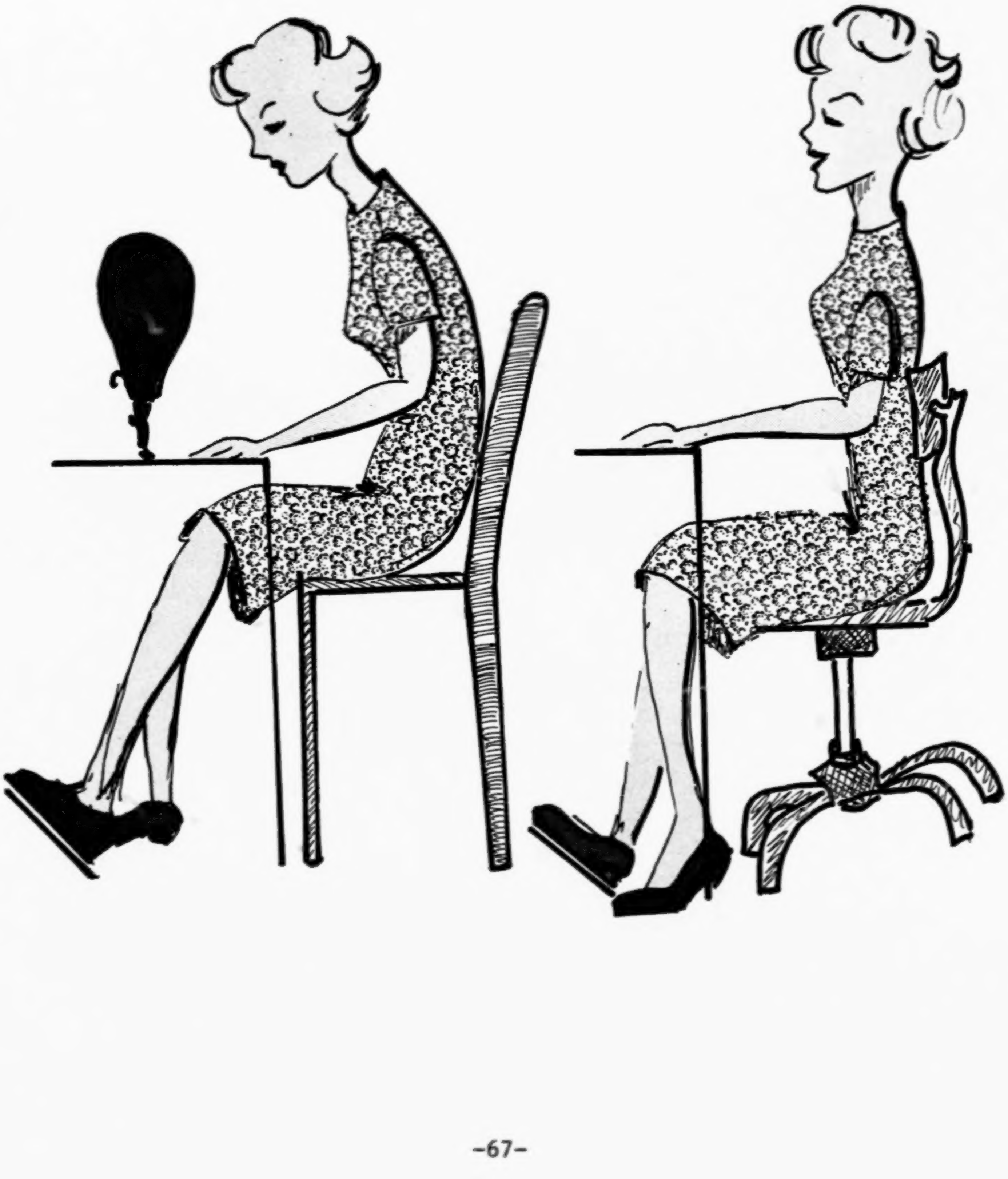
WASH YOUR HAIR OFTEN TO KEEP IT CLEAN

AND SHINY.



IF YOU NEED GLASSES, WEAR THEM.

SIT STRAIGHT. Bad posture gives you a backache.



IF YOU HAVE A CUT, COVER IT WITH A BAND-AID.

## ASSIGNMENT

Name 5 things that are important for good hygiene.

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________

# UNIT III - THE JOB

1) Job-Finding
2) Jobs in the Needle Trade
3) Letter of Application
4) References
5) Job Interview
6) The Application Form
7) First Day on the Job
8) Health Insurance

# UNIT III

## Lesson I

## Job-Finding

OBJECTIVE - to learn how and where to find a job.

Words to learn for this lesson:

| | |
|---|---|
| training | (trān'ing) |
| employment | (em ploi'mənt) |
| agency | (ā'jən si) |
| needle trade | (nē'dl-trād) |
| advertisement | (ad vėr'tiz mənt) |
| opportunity | (op ər tü'ni ti) |
| graduate | (graj'ü āt) |
| interview | (in'tėr vū) |
| temporary | (tem'pə rer i) |
| experienced | (eks pēr'i ənst) |

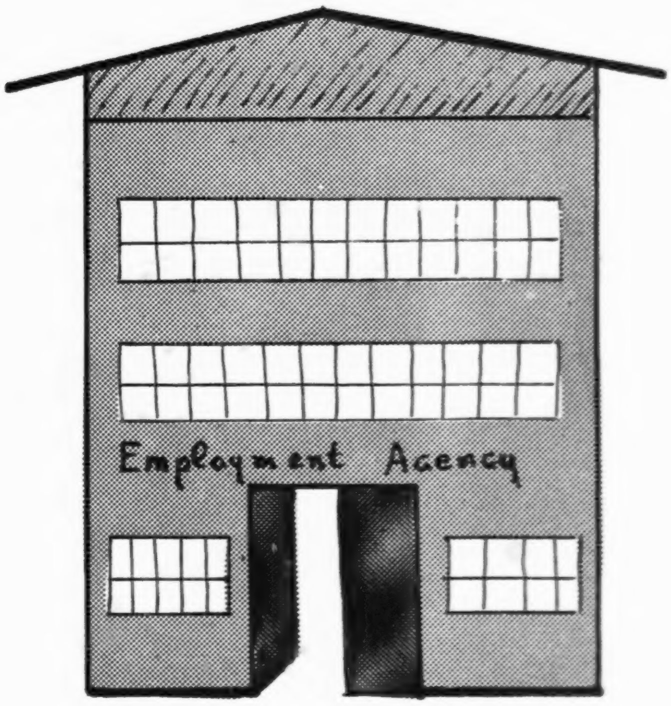
When your training is finished, you want to find a job.

There are different ways to find a job.

You might hear about a job from a friend or a teacher.

O R

You can go to an employment agency.

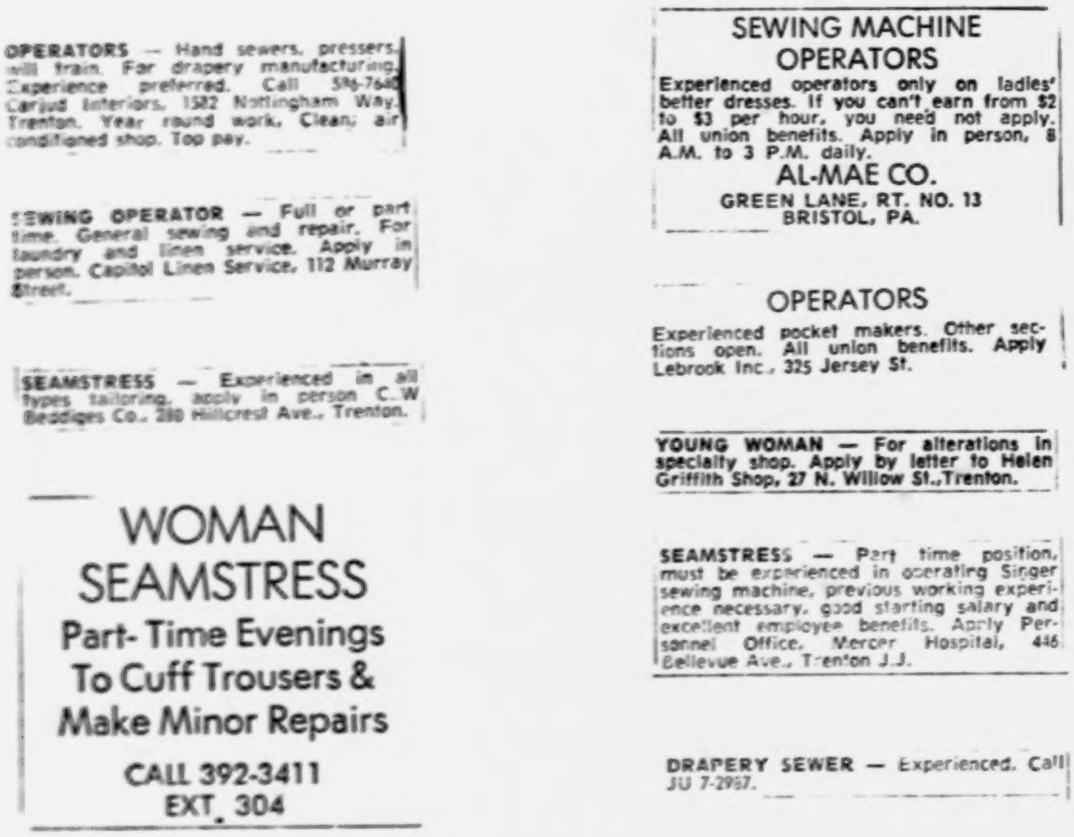


The state has an employment agency. You do not pay to get a job. You look for a job in the needle trade division.

There are private employment agencies too. There you must pay to get a job.

You can look in your newspaper in the advertising pages.

You look under "Help Wanted."



**OPERATORS** — Hand sewers, pressers, will train. For drapery manufacturing. Experience preferred. Call 596-7640 Carjud Interiors, 1522 Nottingham Way, Trenton. Year round work. Clean; air conditioned shop. Top pay.

**SEWING OPERATOR** — Full or part time. General sewing and repair. For laundry and linen service. Apply in person. Capitol Linen Service, 112 Murray Street.

**SEAMSTRESS** — Experienced in all types tailoring, apply in person C.W Beddiges Co., 280 Hillcrest Ave., Trenton.

WOMAN
SEAMSTRESS
Part-Time Evenings
To Cuff Trousers &
Make Minor Repairs
CALL 392-3411
EXT. 304

SEWING MACHINE
OPERATORS

Experienced operators only on ladies' better dresses. If you can't earn from $2 to $3 per hour, you need not apply. All union benefits. Apply in person, 8 A.M. to 3 P.M. daily.

AL-MAE CO.
GREEN LANE, RT. NO. 13
BRISTOL, PA.

OPERATORS

Experienced pocket makers. Other sections open. All union benefits. Apply Lebrook Inc., 325 Jersey St.

**YOUNG WOMAN — For alterations in specialty shop. Apply by letter to Helen Griffith Shop, 27 N. Willow St., Trenton.**

**SEAMSTRESS** — Part time position, must be experienced in operating Singer sewing machine, previous working experience necessary, good starting salary and excellent employee benefits. Apply Personnel Office, Mercer Hospital, 446 Bellevue Ave., Trenton J.J.

**DRAPERY SEWER** — Experienced. Call JU 7-2957.

Many advertisements use abbreviations. Here are the most important:

oppty - opportunity

grad - graduate

intvw - interview

temp - temporary

wk - weekly

exp - experienced

sal - salary

pd - paid

# ASSIGNMENT

Write the words for these abbreviations.

grad ____________________

temp ____________________

exp ____________________

pd ____________________

oppty ____________________

intvw ____________________

wk ____________________

sal ____________________

# UNIT III

## Lesson 2 Jobs in Needle Trades

OBJECTIVE - to learn about the different jobs in needle trades.

Words to learn for this lesson:

| | |
|---|---|
| skill | (skil) |
| responsible | (ri spon'si bl) |
| mistake | (mis tāk') |
| stockroom | (stok'rŭm) |
| packing | (pak'ing) |
| fill | (fil) |

We have already learned about the two different kinds of jobs in needle trades:

| | |
|---|---|
| FACTORY JOBS | - to make things. |
| NON-FACTORY JOBS | - to work on things other people have made. |

LET US START WITH THE FACTORY.

There are sewing jobs.

There are non-sewing jobs.

THESE ARE SEWING JOBS:

This is an operator.

She is a skilled worker.

This is the job most of you girls will do.

Some jobs are in hand-sewing.

But there are not many.

Most jobs in hand-sewing are given to the older operators.

THESE ARE NON-SEWING JOBS:

INSPECTING - This is a very responsible job. The inspector must look for mistakes.

CUTTING - Some factories have girls who cut the threads for the operators.

STOCKROOM - There are girls who bring material to the operator and take the finished work away.

PACKING AND FILLING ORDERS.

THE NON-FACTORY JOB.

There is some machine-sewing and some hand-sewing.

DRESS STORES: making alterations on dresses, suits, and coats.

TAILOR SHOPS: working on men's garments.

DRY CLEANERS: making repairs.

HOSPITAL: repairing and mending.

# ASSIGNMENT

Write 5 different jobs in needle trades.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

# UNIT III

## Lesson 3 Letter of Application

OBJECTIVE - to learn how to write a letter of application.

Words to learn for this lesson:

| | |
|---|---|
| employer | (em ploi'ər) |
| apply | (ə plī') |
| impression | (im presh'ən) |
| reference | (ref'ə rəns) |
| follow | (fol'ō) |
| interview | (in'tèr vū) |
| convenience | (kən vēn'yəns) |

You can apply for a job in person.

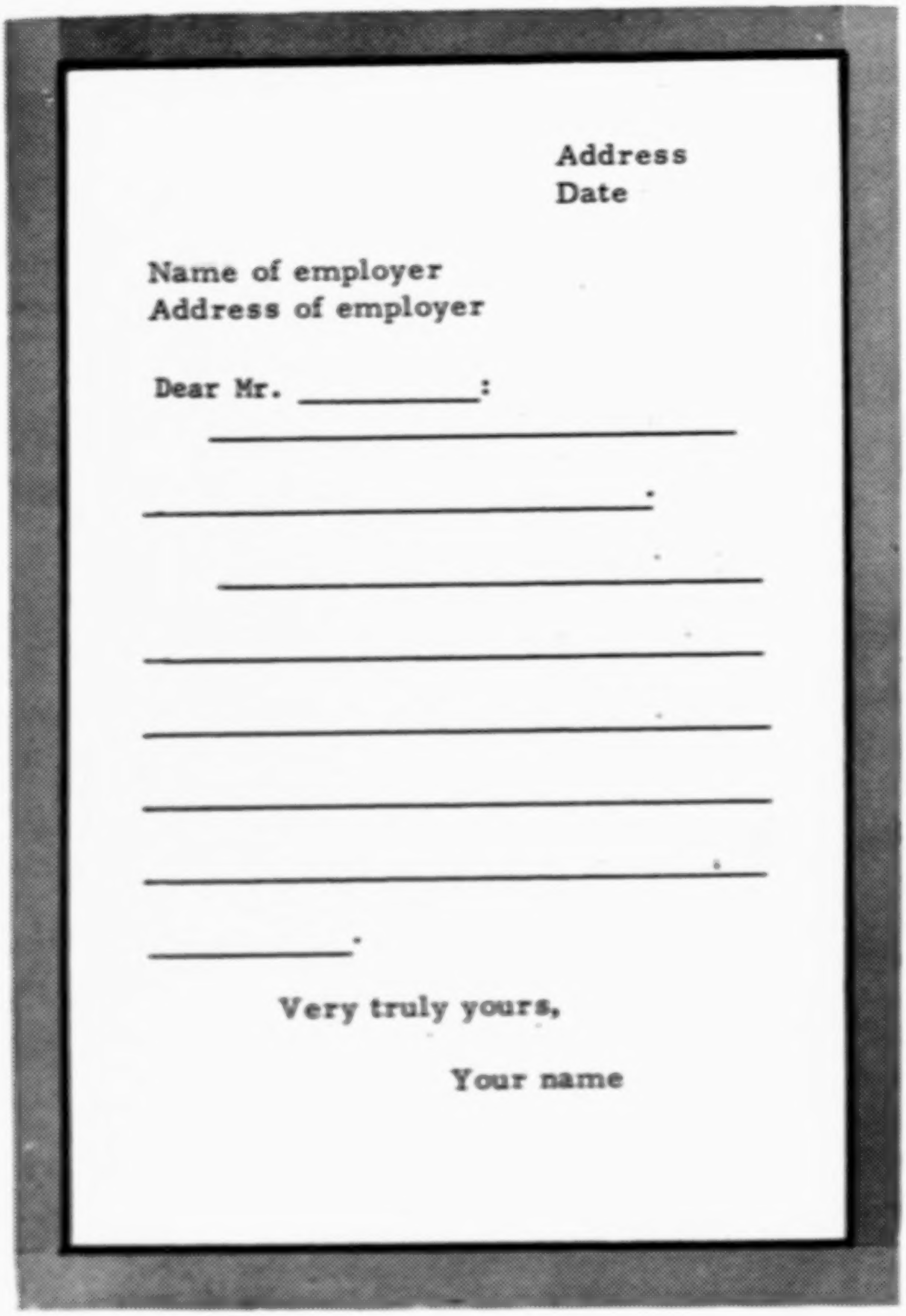
Sometimes you must apply with a letter.

IT IS IMPORTANT TO KNOW HOW TO WRITE THIS LETTER.

This letter is the first impression the boss will have of you.

If he does not like the letter, he will not give you the job.

This is a sample of a letter of application.



Address
Date

Name of employer
Address of employer

Dear Mr. __________:

Very truly yours,

Your name

In the upper right hand corner you write your address and the date.

151 Main Street
Gardentown, N. J.  08627
July 12, 19__

On the left side you write the name and address of the person who can give you the job (the boss).

151 Main Street
Gardentown, N. J.  08627
July 12, 19__

Mrs. Yvonne Hillinger
French Fashions
Trenton, N. J.  08638

Write about your school in the letter.

Write about your summer jobs.

Write what you have learned.

Write about your references.

## LETTER OF APPLICATION I

Marie Katzenbach School for the Deaf
West Trenton, New Jersey 08625
July 12, 19__

Mrs. Yvonne Hillinger
French Fashions
Trenton, N. J. 08638

Dear Mrs. Hillinger:

In reply to your ad in yesterday's Trenton Times, I should like to apply for the job of power-sewing operator.

I am a senior at the Marie Katzenbach School for the Deaf and have had 3 years of vocational training on power machines.

I have learned to handle the following machines:

single-needle lockstitch machine
2-needle lockstitch machine
single-needle chainstitch machine
2-needle cablestitch machine
merrow and overedge machine
buttonhole machine
button and snap machine
blindstitch machine

Last summer I worked as a stock girl at the Fancy Dress Co. in Camden, and have references from this company.

I would be happy to come for an interview any time at your convenience.

Very truly yours,

(Miss) Sue Wood

## LETTER OF APPLICATION II

425 Grand Avenue
West Trenton, N. J.  08628
June 8, 19__

Mrs. Yvonne Hillinger
French Fashions
Trenton, N. J.  08638

Dear Mrs. Hillinger:

I am interested in securing work as a power-sewing operator. I will graduate from King High School within a few weeks as a trained operator, and I can operate the following machines:

single-needle lockstitch machine
2-needle lockstitch machine
single-needle chainstitch machine
2-needle cablestitch machine
merrow and overedge machine
buttonhole machine
button and snap machine
blindstitch machine

I am 19 years of age, and my health is good.

I will be available for full-time employment any time after June 15.

If you have any vacancies for a power-sewing operator, I would appreciate your consideration.

Sincerely yours,

(Miss) Sandra Tillman

## ASSIGNMENT

Write a letter of application.

Use your best handwriting.

# UNIT III

## Lesson 4 References

OBJECTIVE - to learn about references and how to get them.

Words to learn for this lesson:

| | |
|---|---|
| reference | (ref'ər əns) |
| safe | (sāf) |

When you ask for a job, the boss will ask you for references.

If you have worked before, you ask your past bosses for references.

If you have not worked before, there are still people you can ask for references:

The principal of your school.

The shop teacher who knows what you have learned.

The priest, pastor, or rabbi who knows what kind of person you are.

The person in charge of the schoolwork program, if you have worked there.

They will be glad to give you a reference.

A sample of a letter of reference is on the next page.

French Fashions

John R. French
President

Yvonne Hillinger
Manager

October 12, 19__

To whom it may concern:

Sue Wood has worked as a power-machine operator in this company for the last 16 months.

We have found her an excellent worker. She is conscientious, reliable, and honest; and we are very sorry to lose her.

I can recommend her very highly.

Yours truly,

FRENCH FASHIONS

Yvonne Hillinger

Yvonne Hillinger
Manager

If you have letters of reference, keep them in a safe place.

You might need them a few years from now when you cannot reach the person any more.

## ASSIGNMENT

Name 5 people you can ask for a reference.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

# UNIT III

## Lesson 5 Job Interview

OBJECTIVE - to learn what to do when you are going to a job interview.

Words to learn for this lesson:

| | |
|---|---|
| interview | (in'tėr vū) |
| impression | (im presh' ən) |
| office | (of'is) |
| slouch | (slouch) |
| cafeteria | (kaf ə tēr'i ə) |

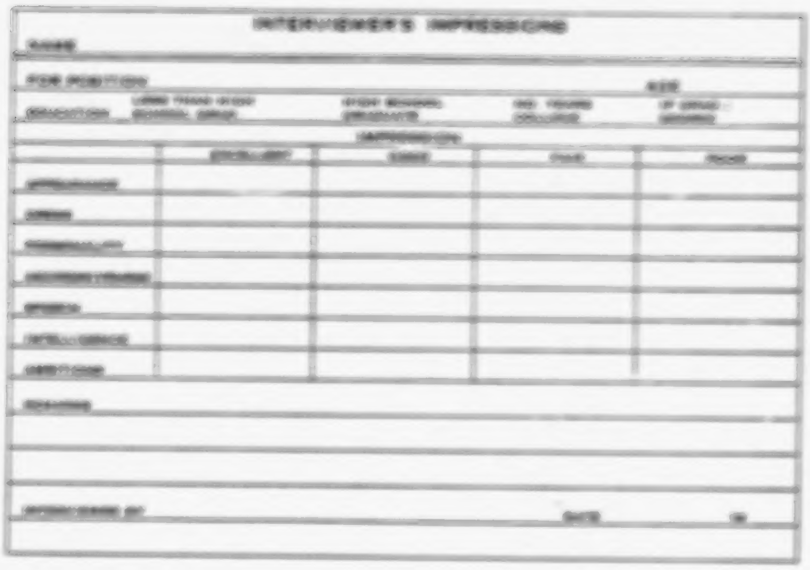
If you know a job is open, you go for an INTERVIEW.

The boss will ask you many questions.
He wants to see if you are the right person for the job.

YOU SHOULD ASK QUESTIONS TOO.

You want to know if you would like the job.

This is the first time the new boss sees you. HE FORMS AN IMPRESSION ABOUT YOU. Are you dressed neatly? If you look dirty or sloppy, the boss might not give you the job.



Are you late?

BE SURE THAT YOU ARE ON TIME.

Nobody likes to wait.

Wait for the boss to call you into his office.

When you are asked to sit down, do so.

Sit straight. Do not slouch. Do not smoke during the interview.

THIS GIRL WILL NOT GET THE JOB.

Look at the person when talking.

Tell the boss your name.

Answer the questions politely.

ANSWER THE QUESTIONS TRUTHFULLY.

Lies will catch up with you later, and you might lose the job.

ASK WHAT YOUR JOB WILL BE.

If you cannot do it, say so.

ASK FOR YOUR WORK HOURS.

ASK IF THE FACTORY HAS A CAFETERIA.

You might have to bring your lunch.

# ASSIGNMENT

ANSWER YES OR NO TO THESE QUESTIONS:

At the interview, should you

sit straight? ______

bring a friend? ______

look at the person who talks to you? ______

talk all the time? ______

chew gum? ______

have your shoes shined? ______

be on time for the interview? ______

answer all the questions? ______

bite your nails? ______

look out the windows? ______

ask for a cigarette? ______

wear business clothes? ______

look at the ceiling? ______

ask questions about the job? ______

slump in your chair? ______

be courteous? ______

sit quietly? ______

wear clean clothes? ______

# UNIT III

## Lesson 6

## The Application Form

OBJECTIVE - to learn how to fill out an application form.

Words to learn for this lesson:

| | |
|---|---|
| application | (ap li kā'shən) |
| information | (in fôr mā'shən) |
| female | (fē'māl) |
| male | (māl) |
| citizen | (sit'i zən) |
| emergency | (i mėr'jən si) |
| reference | (ref' ər əns) |
| health | (helth) |
| handicap | (han'di kap) |

In order to get a job you may have to fill out an APPLICATION FORM.

An application form is a piece of paper with many questions.

ANSWER ALL THE QUESTIONS TRUTHFULLY.

FILL THE FORM OUT NEATLY.

Let us look at some of the information you will have to give about yourself.

You write your NAME.

ADDRESS

TELEPHONE NUMBER

DATE OF BIRTH.

SEX.

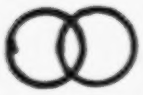
F - female

M - male

MARITAL STATUS.

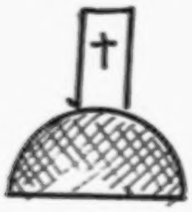
Single

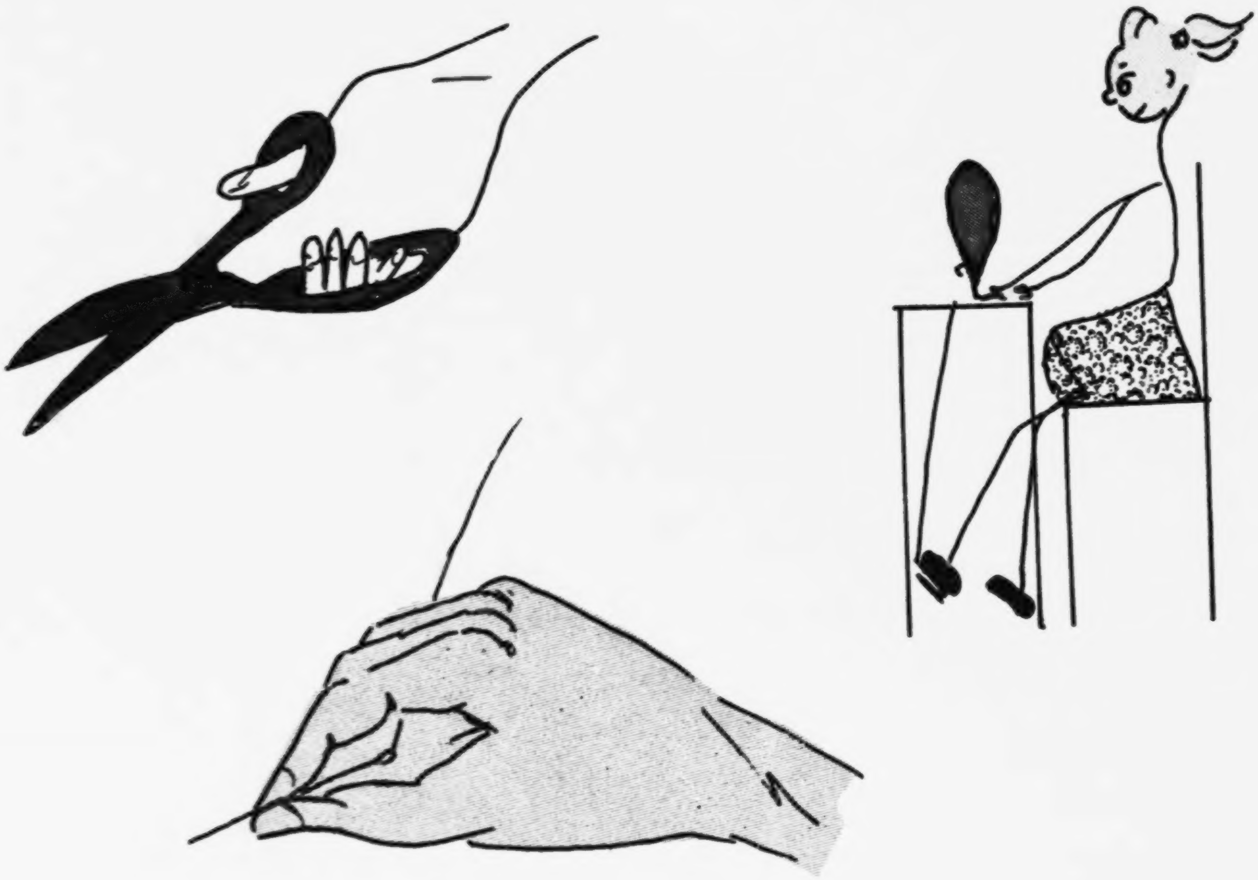
Married



Divorced

Widowed





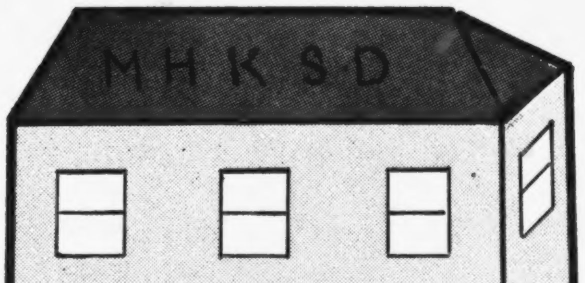
FOR WHAT KIND OF WORK ARE YOU APPLYING?

HAVE YOU WORKED BEFORE? YES? NO?

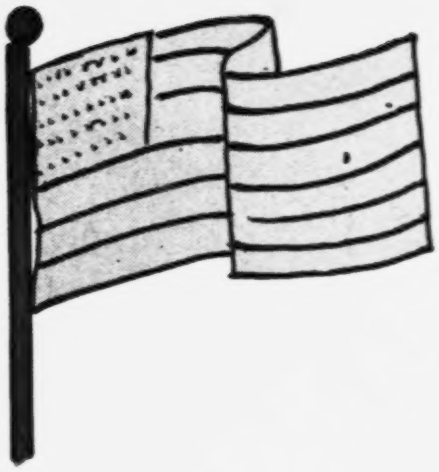
IF YES, WHERE?

WHERE DID YOU GO TO SCHOOL?

DID YOU GRADUATE?



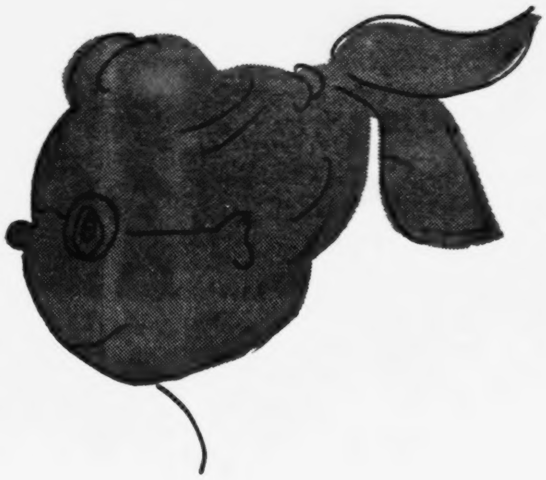
ARE YOU A CITIZEN OF THE UNITED STATES?



WHOM TO CALL IN CASE OF EMERGENCY?

REFERENCES: Name and address of people who know you.

You might also be asked questions about your health.



DO YOU WEAR GLASSES?

DO YOU HAVE A HANDICAP?

You must say that you are deaf and if you wear a hearing aid.

## ASSIGNMENT

FILL OUT THE APPLICATION FORM ON THE NEXT PAGE.

## EMPLOYMENT APPLICATION

NAME (print) ____________________________________________
(last) (first) (middle)

ADDRESS ______________________________ How Long? __________

S. S. Number ________________ Telephone Number ________________

Date of Birth __________________ Age _________

Sex M ___ F ___ Number of Children ______________

Marital Status (check) Single_____ Married_____ Widowed_____ Divorced_____

Are you a citizen of the U. S. A.? _________

EDUCATION

| School | Number of years | Name of School | Did you graduate? |
|---|---|---|---|
| Elementary | | | |
| High School | | | |
| College | | | |
| Other | | | |

Kind of work applied for ____________________________________

Do you have any previous experience? ______

REFERENCES

Last 3 employers:

| Name & address of employer | Kind of Work Name of Supervisor | Dates From To | Reason for Leaving |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

3 people, not former employers:

| Name | Address | Business | How long known |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

HEALTH

Are you in good health? ______ Do you wear glasses? ________

Do you have any handicap? __________________________________

Date ______________

______________________________
Applicant's signature

# UNIT III

## Lesson 7

## First Day on the Job

OBJECTIVE - to learn about the first day on the job.

Words to learn for this lesson:

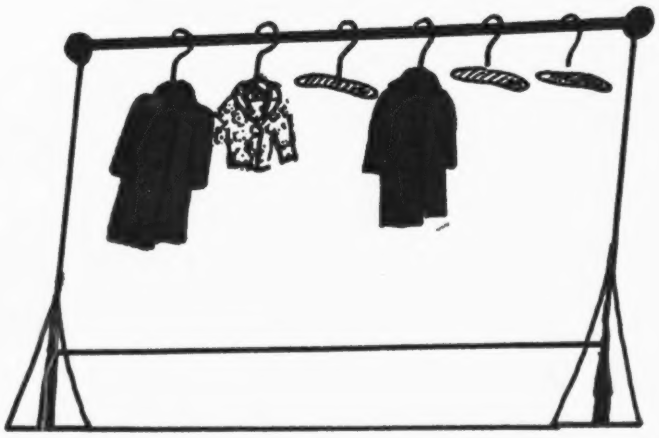
| | |
|---|---|
| apron | (ā'prən) |
| thimble | (thim'bəl) |
| Thermos bottle | (thėr'məs bot'əl) |
| cafeteria | (kaf ə tēr'i ə) |
| question | (kwes'chən) |

ON THE FIRST DAY IT IS GOOD TO COME A LITTLE EARLY.

This gives you time to ask questions.

GO TO THE FORELADY
AND TELL HER YOUR NAME.

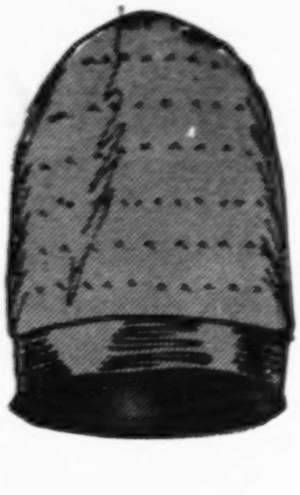
Ask her where to hang your coat.



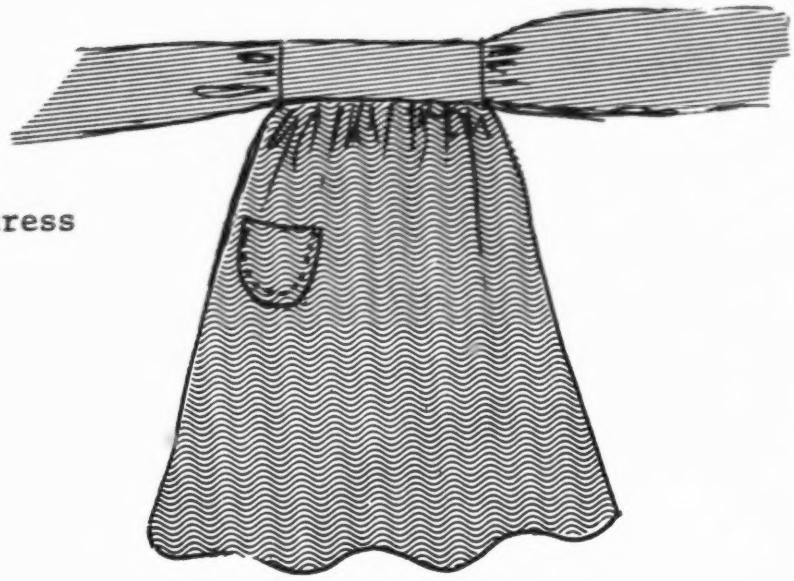
Ask her where you find your card.

DO NOT FORGET TO PUNCH IN.

BRING YOUR OWN SCISSORS TO WORK.



If you do hand-sewing, you should also bring your own THIMBLE.

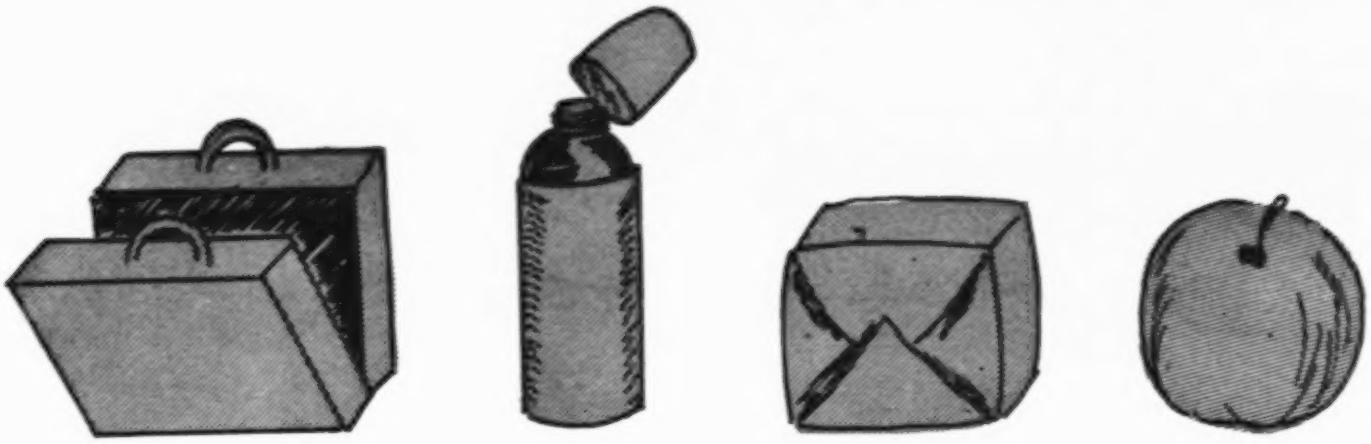


If you want to keep your dress clean, bring an APRON.

Ask the forelady where she wants you to work. You cannot choose your machine.

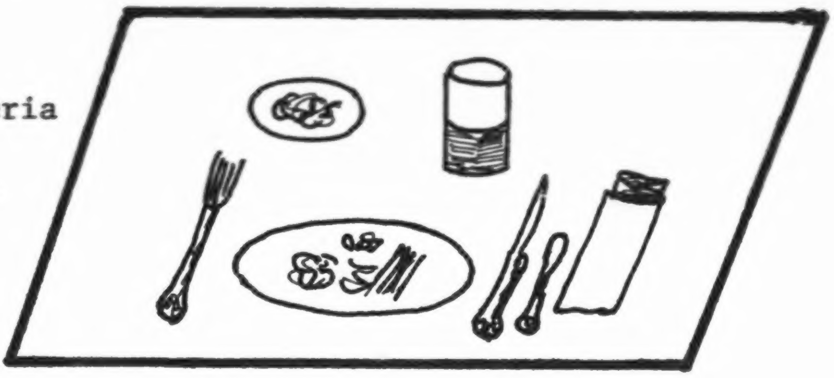
She might give you practice work the first day.

For lunch you might want to bring your own food.



You can buy a nice little lunch box with a Thermos bottle.

Some factories have a cafeteria where you can buy warm food.



## ASSIGNMENT

1) Is it a good idea to come early the first day? Yes No

2) Why?

3) What should you ask the forelady?

4) Name 3 things to bring the first day. ______________________

______________________

______________________

5) Can you choose your own machine? Yes No

# UNIT III

## Lesson 8 Health Insurance

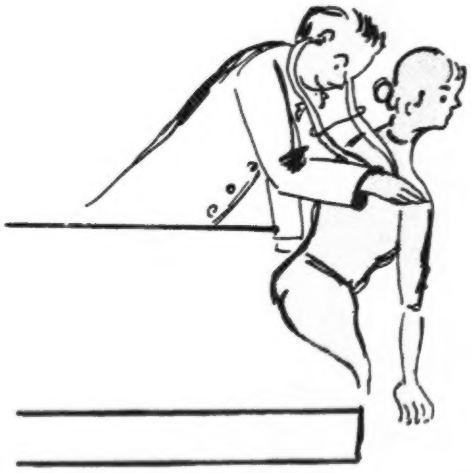
OBJECTIVE - to learn about health insurance and medical examinations.

Words to learn for this lesson:

| | |
|---|---|
| health insurance | (helth in shʊr'əns) |
| examination | (eg zam i nā'shən) |
| disease | (di zēz') |
| instrument | (in'strə mənt) |
| height | (hīt) |
| weight | (wāt) |
| sick | (sik) |
| ill | (il) |

Many factories have HEALTH INSURANCE for the workers.

The insurance company wants you to have an examination by a doctor.



The boss will send you to the company doctor.

The doctor will check some things with his instruments. He will listen to your heart. He will check your height and weight.

We shall learn some of the questions you might have to answer.

YOUR AGE.

WHO IS YOUR FAMILY DOCTOR?

HAVE YOU BEEN ILL IN THE LAST 2 YEARS?
IF YES, WHAT WAS THE NATURE OF THE ILLNESS?

HAVE YOU HAD ANY OPERATIONS?
IF YES, WHAT WAS THE NATURE OF THE OPERATION?

DO YOU HAVE MANY COLDS?

DO YOU HAVE SEVERE HEADACHES?

DO YOU HAVE DEFECTS IN VISION?

DO YOU HAVE DEFECTS IN HEARING?

WHICH OF THE FOLLOWING DISEASES OR CONDITIONS HAVE YOU HAD?

Measles __________

Mumps __________

Hernia __________

Whooping cough __________

German measles __________

Diphtheria __________

# UNIT IV - SHOP MATHEMATICS

1) Basic Information
2) Time - Workweek
3) Time - Piecework
4) Money
5) Money - Addition
6) Money - Subtraction
7) Money - Paycheck
8) The Yardstick

# UNIT IV

## Lesson I — Basic Information

OBJECTIVE - to learn about the basic mathematical skills.

Words to learn for this lesson:

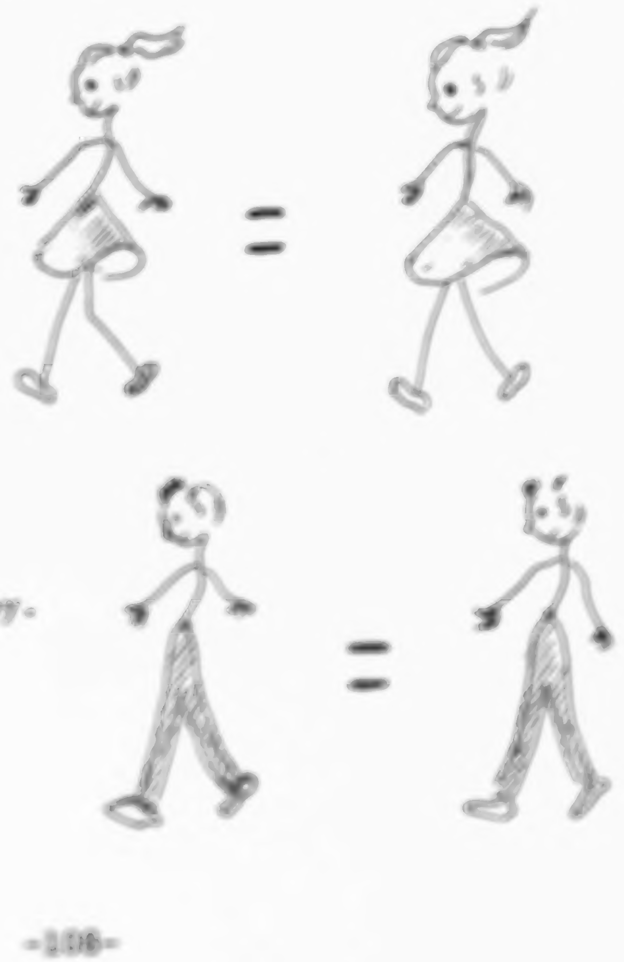
| | |
|---|---|
| sign | (sīn) |
| add | (ad) |
| subtract | (səb trakt') |
| multiply | (mul'ti plī) |
| divide | (di vīd') |
| equal | (ē'kwəl) |

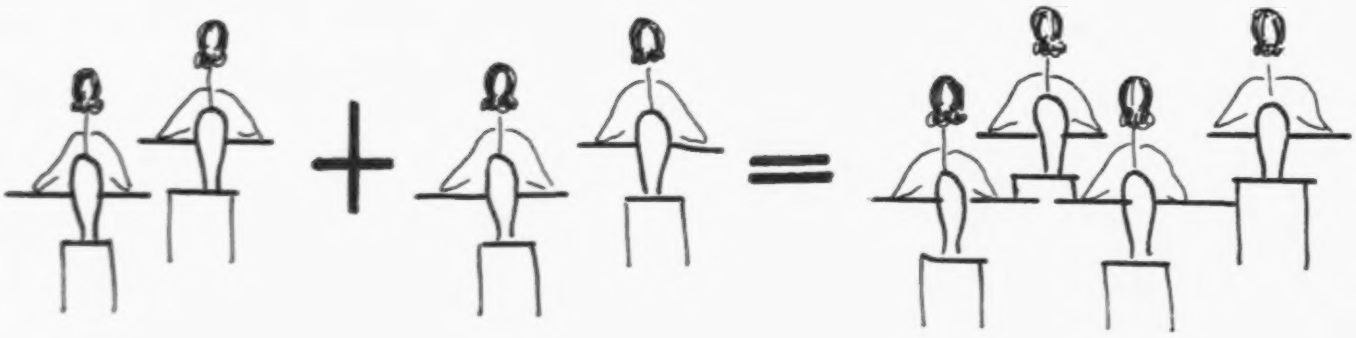
THE EQUAL SIGN (=) MEANS THAT BOTH ARE THE SAME.

1 girl = 1 girl

1 boy = 1 boy

You cannot say that 1 girl = 1 boy.
They are not the same.





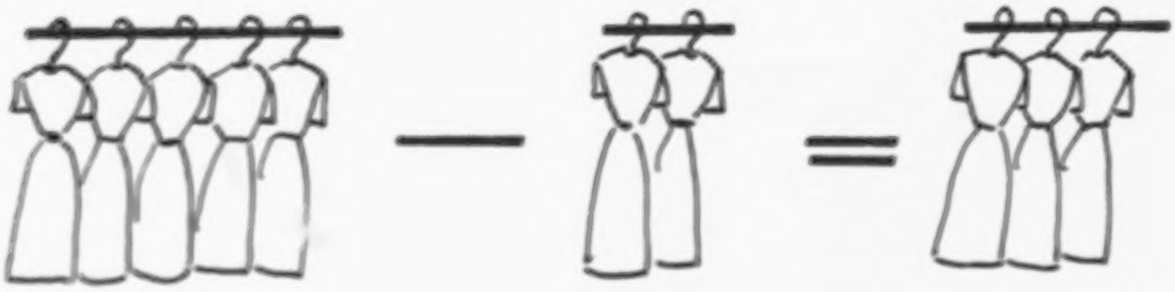
TO ADD MEANS TO MAKE LARGER.

PLUS means to add. + is the sign for adding.

You take 2 workers and add 2 workers.

Now you have 4 workers.

2 workers + 2 workers = 4 workers.

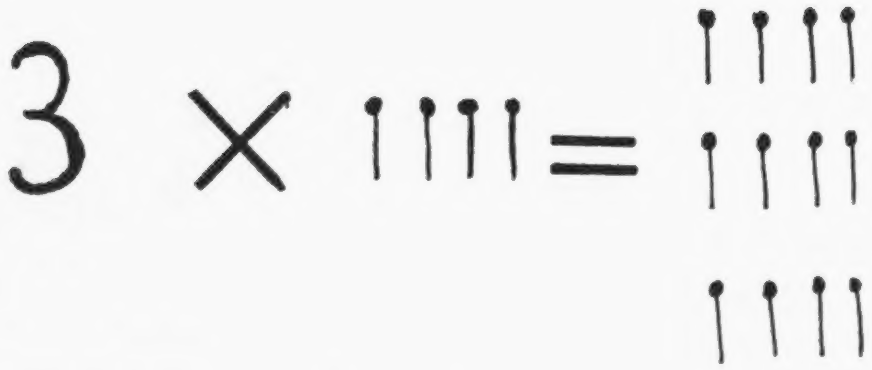


TO SUBTRACT MEANS TO TAKE AWAY.

MINUS means to subtract. — is the sign for minus.

You have 5 dresses and take 2 away. Now you have 3 dresses.

5 dresses — 2 dresses = 3 dresses.



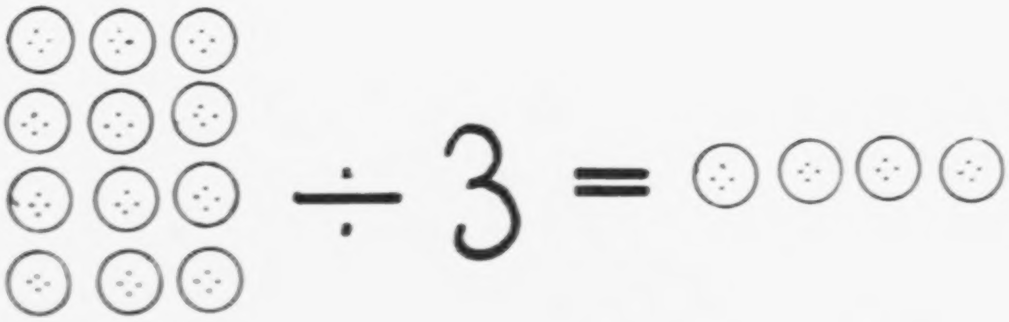
TO MULTIPLY MEANS TO TAKE A THING MORE THAN ONCE.

TIMES means to multiply.    X is the sign for times.

You take 4 pins once, then again. then again.

You took 4 pins 3 times.  Now you have 12 pins.

3 X 4 pins = 12 pins



TO DIVIDE MEANS TO MAKE INTO EQUAL PARTS.

÷ is the sign for divide.

You take 12 buttons and divide them into 3 equal piles.

Now you have 4 buttons in each pile.

12 buttons ÷ 3 = 4 buttons

# ASSIGNMENT

FILL IN THE EMPTY SPACES:

1) + is the sign for __________ .

2) - is the sign for __________ .

3) X is the sign for __________ .

4) ÷ is the sign for __________ .

5) The = sign means both are ______ ______ .

6) To subtract means to ______ ______ .

7) Times means to __________ .

8) To add means to make __________ .

# UNIT IV

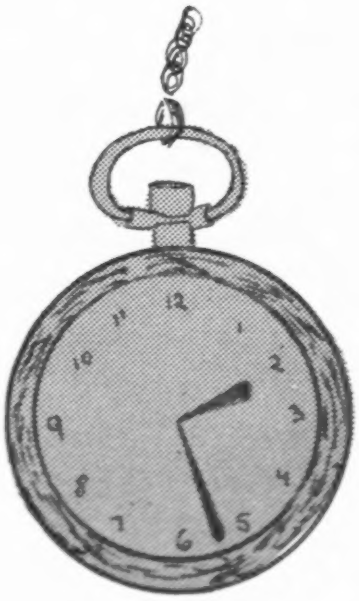
## Lesson 2 Time - Workweek

OBJECTIVE - to learn how time is figured for a workweek.

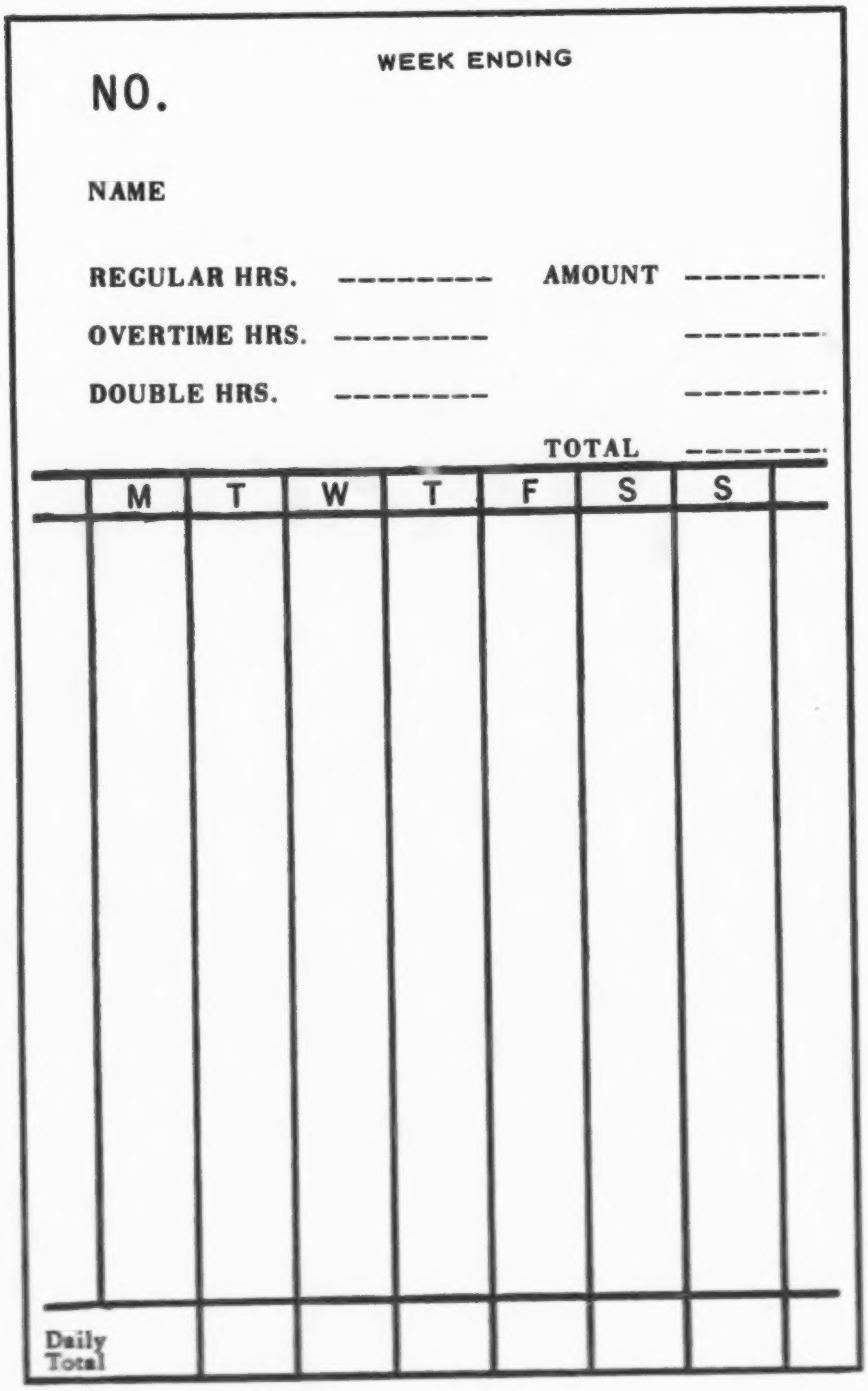
Words to learn for this lesson:

| | |
|---|---|
| time | (tīm) |
| dependent | (di pen'dənt) |
| watch | (woch) |
| deduct | (di dukt) |

Every worker is dependent on the clock for many things.



This watch tells you how long you have worked.



**NO.** WEEK ENDING

**NAME**

**REGULAR HRS.** -------- **AMOUNT** --------

**OVERTIME HRS.** -------- --------

**DOUBLE HRS.** -------- --------

**TOTAL** --------

| | M | T | W | T | F | S | S | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| Daily Total | | | | | | | | |

This timecard shows how much time you have worked.

YOU MEASURE TIME BY THE CLOCK.

1 minute = 60 seconds

1 hour = 60 minutes

1 day = 24 hours

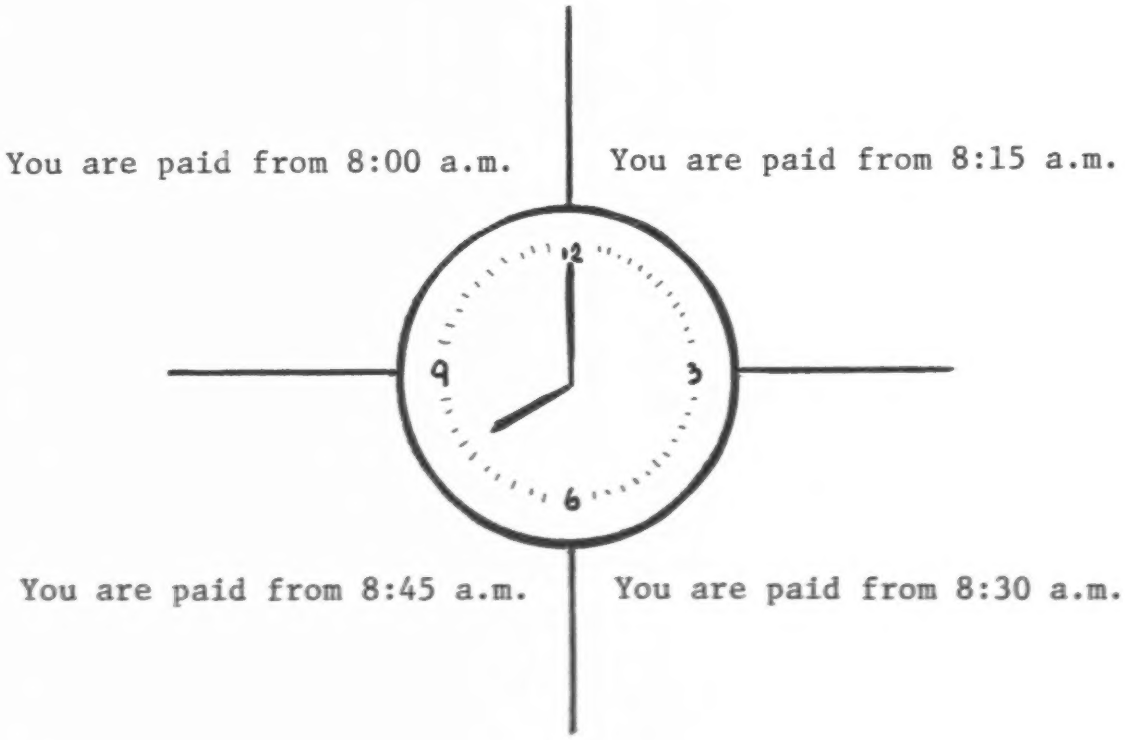
YOU SHOULD ALSO KNOW HOW TO DIVIDE THE HOUR.

1 hour = 60 minutes

$\frac{1}{2}$ hour = 30 minutes

$\frac{1}{4}$ hour = 15 minutes

You are paid by the hour, but if you are late, $\frac{1}{4}$ hour will be deducted.

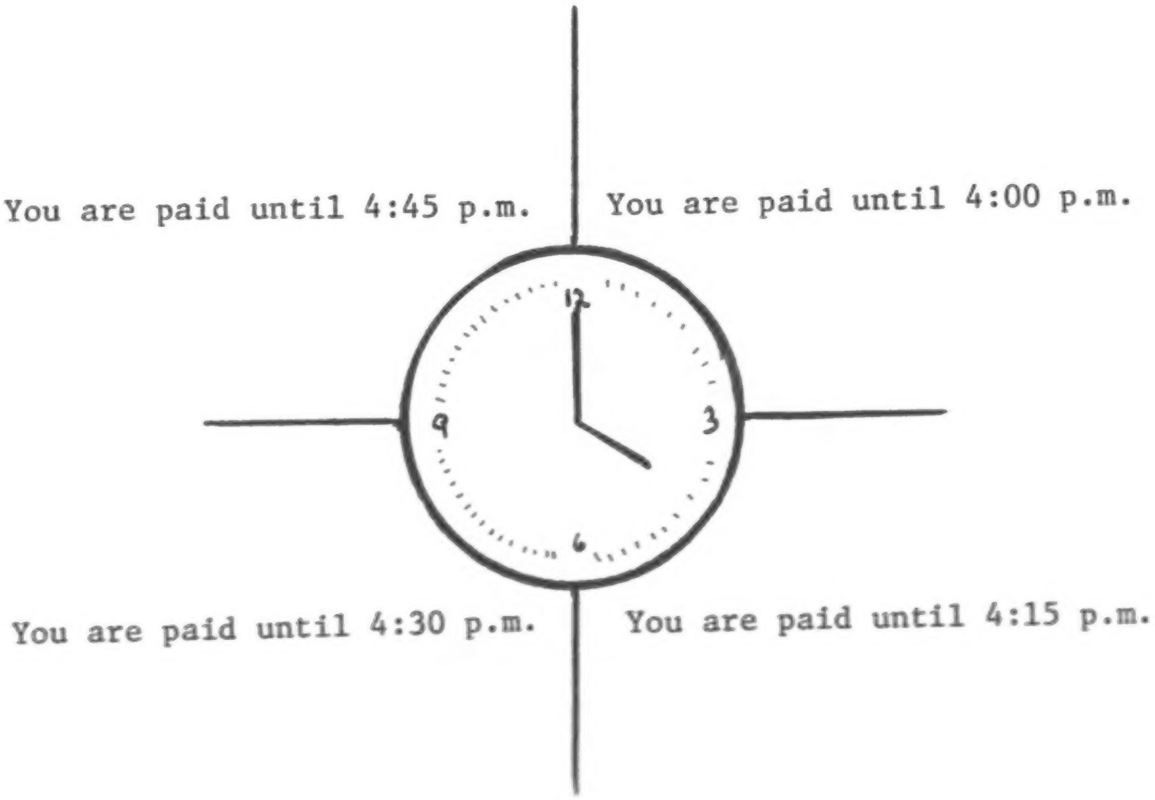

You are paid from 8:00 a.m.
You are paid from 8:15 a.m.
12
9
3
6
You are paid from 8:45 a.m.
You are paid from 8:30 a.m.

EXAMPLE:

Your work starts at 8:00 a.m.

| | |
|---|---|
| You punch in at 8:00 a.m. | You are paid from 8:00 a.m. |
| You punch in at 7:48 a.m. | You are paid from 8:00 a.m. |
| You punch in at 7:55 a.m. | You are paid from 8:00 a.m. |
| You punch in at 8:01 a.m. | You are paid from 8:15 a.m. |
| You punch in at 8:10 a.m. | You are paid from 8:15 a.m. |
| You punch in at 8:16 a.m. | You are paid from 8:30 a.m. |

THE SAME IS TRUE FOR THE END OF YOUR WORKDAY.


You are paid until 4:45 p.m.
You are paid until 4:00 p.m.
12
9
3
6
You are paid until 4:30 p.m.
You are paid until 4:15 p.m.

EXAMPLE:

Your workday ends at 4:30 p.m.

You stop at 4:30 p.m.   You are paid until 4:30 p.m.

You stop at 4:25 p.m.   You are paid until 4:15 p.m.

You stop at 4:40 p.m.   You are paid until 4:30 p.m.

You stop at 4:50 p.m.   You are paid until 4:45 p.m.

You stop at 5:00 p.m.   You are paid until 5:00 p.m.

## ASSIGNMENT

FIGURE HOW MANY HOURS EACH OF THESE WORKERS HAS WORKED.

Sandy   Monday   7:55 till 4:00 = _______ hours

Tuesday   7:55 till 4:00 = _______ hours

Wednesday   7:55 till 4:00 = _______ hours

Thursday   7:55 till 4:00 = _______ hours

Friday   7:55 till 4:00 = _______ hours

__________ TOTAL HOURS?

Linda Monday 8:00 till 3:45 = _______ hours
Tuesday 8:00 till 3:30 = _______ hours
Wednesday 8:00 till 4:00 = _______ hours
Thursday 8:00 till 4:15 = _______ hours
Friday 8:00 till 4:30 = _______ hours

__________ TOTAL HOURS?

Mary Monday 7:46 till 3:30 = _______ hours
Tuesday 7:50 till 3:35 = _______ hours
Wednesday 7:59 till 3:25 = _______ hours
Thursday 7:58 till 3:40 = _______ hours
Friday 8:00 till 3:26 = _______ hours

__________ TOTAL HOURS?

# UNIT IV

## Lesson 3 Time - Piecework

OBJECTIVE - to learn how to figure your time for piecework.

Words to learn for this lesson:

| | |
|---|---|
| closely | (klōs'li) |
| amount | (ə mount') |

WHEN YOU WORK ON PIECEWORK, YOU MUST WATCH THE CLOCK CLOSELY.

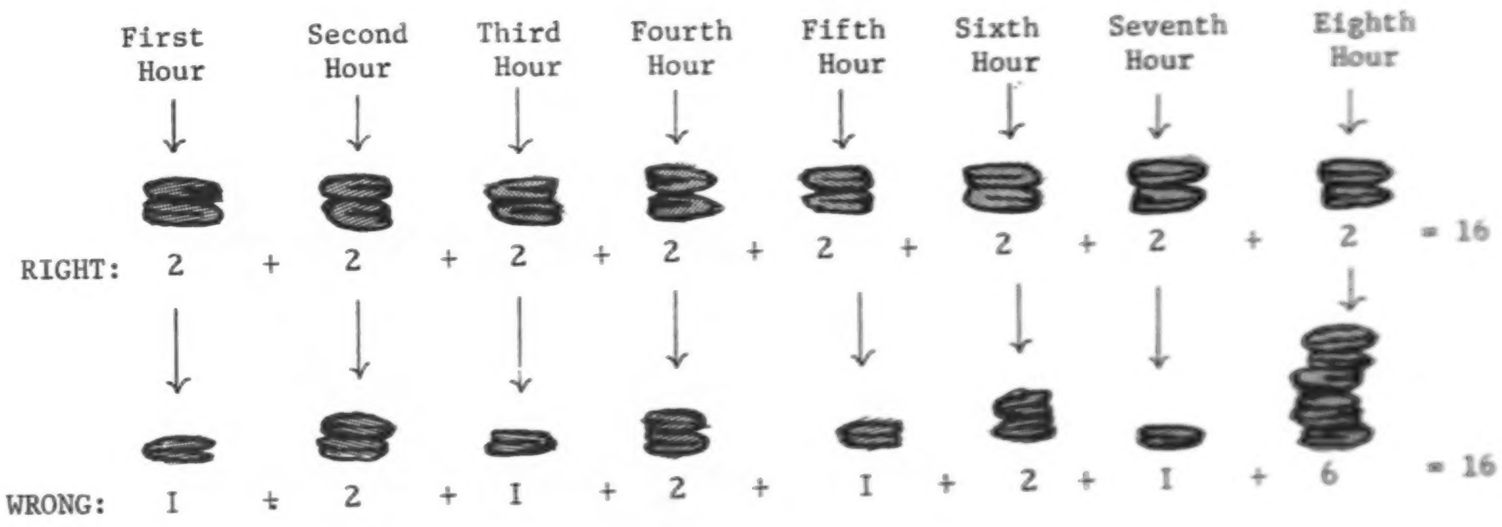
If you work too slowly one hour, you must work very fast the next.

You should try to do the same amount of work every hour.

FOR EXAMPLE:

You have to make 16 bundles a day.

You must make 2 bundles every hour.



You can see on this picture what can happen.

If you do not make 2 bundles every hour, you must make it up in the last hour.

You cannot do that.

This is why you must learn to divide the work you have to finish in a day.

YOU CAN DIVIDE THE WORK INTO HOURS.

FOR EXAMPLE: You work 8 hours. You must make 32 bundles a day.

You divide the bundles by the hours.

32 bundles ÷ 8 hours = $8\overline{)32}$ = 4

You must make 4 bundles every hour.

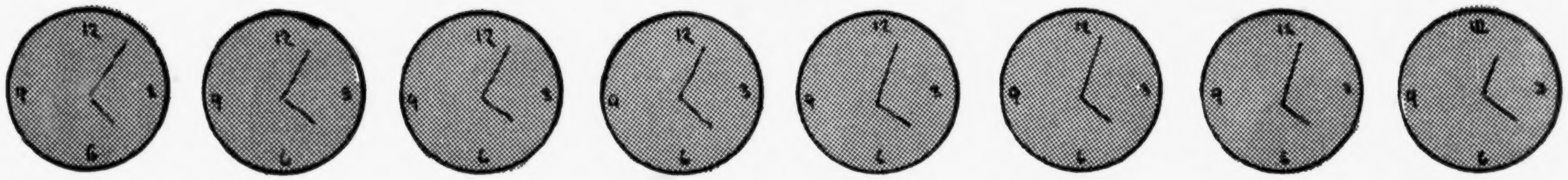
| | | | |
|---|---|---|---|
| 8:00 | to | 9:00 | 4 bundles |
| 9:00 | to | 10:00 | 4 bundles |
| 10:00 | to | 11:00 | 4 bundles |
| 11:00 | to | 12:00 | 4 bundles |
| | | LUNCH | |
| 12:30 | to | 1:30 | 4 bundles |
| 1:30 | to | 2:30 | 4 bundles |
| 2:30 | to | 3:30 | 4 bundles |
| 3:30 | to | 4:30 | 4 bundles |
| | | | 32 bundles |

You can also divide the work into HALF HOURS.

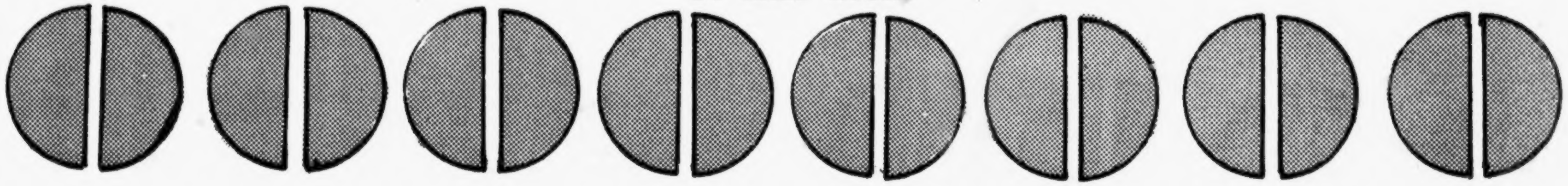
You can also divide it into QUARTER HOURS.

8 hours = 16 half hours = 32 quarter hours

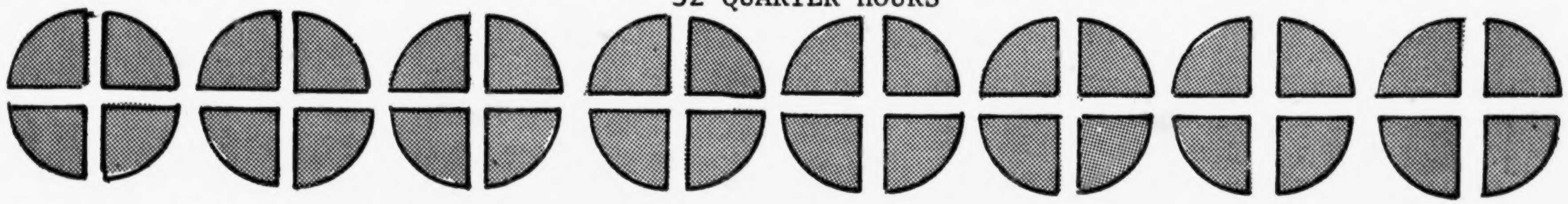
8 HOURS



16 HALF HOURS



32 QUARTER HOURS



# ASSIGNMENT

You work 8 hours.

HOW MANY BUNDLES MUST YOU MAKE EVERY HOUR IF YOU MUST MAKE:

40 a day $8\overline{)40}$ = __________

80 a day $8\overline{)80}$ = __________

96 a day $8\overline{)96}$ = __________

106 a day $8\overline{)106}$ = __________

144 a day $8\overline{)144}$ = __________

184 a day $8\overline{)184}$ = __________

288 a day $8\overline{)288}$ = __________

352 a day $8\overline{)352}$ = __________

440 a day $8\overline{)440}$ = __________

IF YOU WANT TO KNOW HOW MANY BUNDLES YOU MUST MAKE EVERY $\frac{1}{2}$ HOUR, YOU MUST DIVIDE BY ____________ .

IF YOU WANT TO KNOW HOW MANY BUNDLES YOU MUST MAKE EVERY $\frac{1}{4}$ HOUR, YOU MUST DIVIDE BY ____________ .

# UNIT IV

## Lesson 4 Money

---

OBJECTIVE - to learn about money.

Words to learn for this lesson:

| | |
|---|---|
| money | (mun'i) |
| coin | (koin) |
| bill | (bil) |
| half | (haf) |
| quarter | (kwor'tər) |
| dime | (dīm) |
| nickel | (nik'əl) |
| penny | (pen'i) |

THE U.S.A. HAS 2 KINDS OF MONEY:

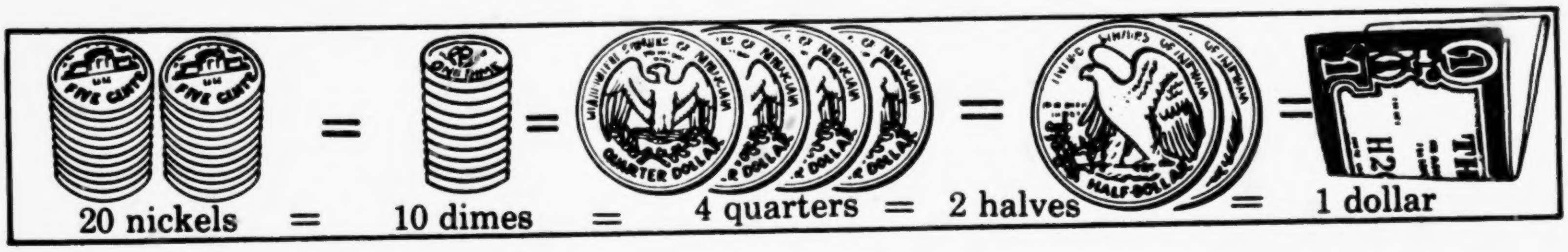
PAPER MONEY - bills of 1 dollar or more.

COINS - for cents

This is a DOLLAR BILL.

Bills come for:
1 dollar
2 dollars
5 dollars
10 dollars
20 dollars
50 dollars
100 dollars
500 dollars
1,000 dollars
10,000 dollars

$ is the sign for dollar. ¢ is the sign for cent.


20 nickels = 10 dimes = 4 quarters = 2 halves = 1 dollar

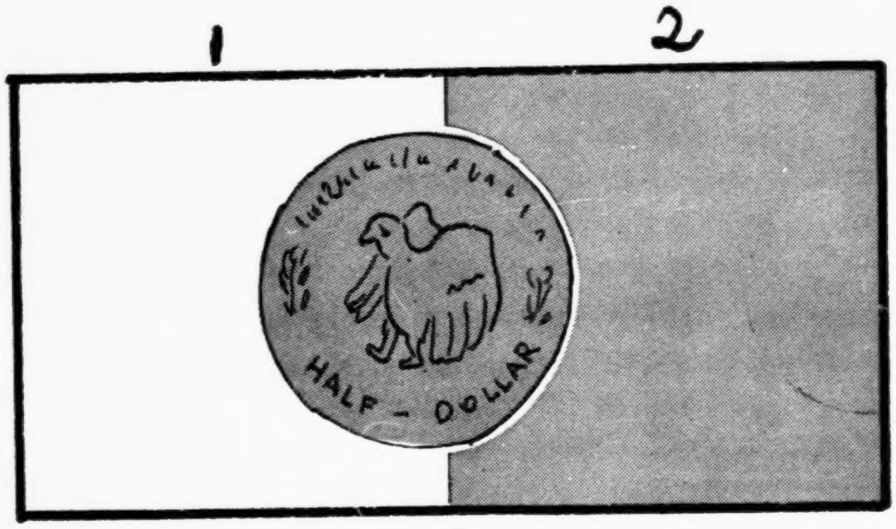
1 dollar is the same as 2 halves

1 dollar is the same as 4 quarters

1 dollar is the same as 10 dimes

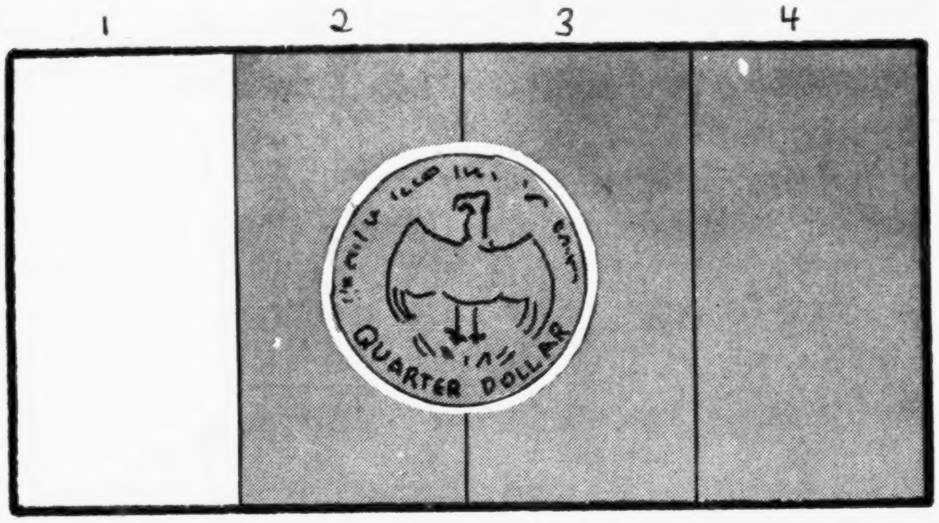
1 dollar is the same as 20 nickels

1 dollar is the same as 100 pennies



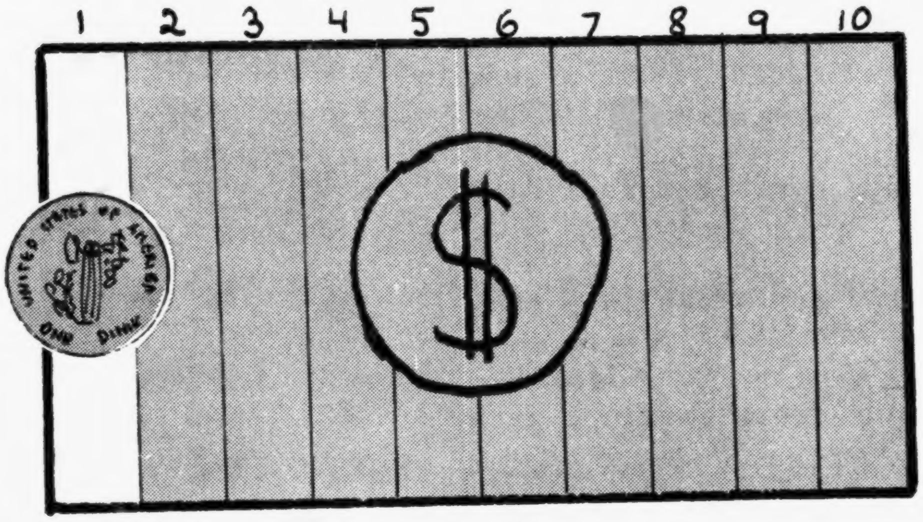
This is a HALF DOLLAR.

A half dollar = 50¢



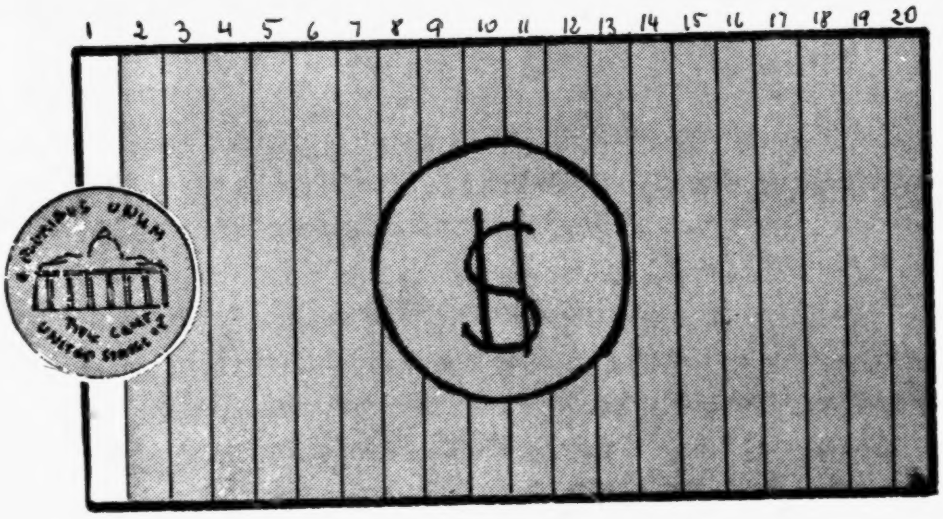
This is a QUARTER.

A quarter = 25¢



This is a DIME.

A dime = 10¢



This is a NICKEL.

A nickel = 5¢

This is a PENNY.

A penny = 1¢

## ASSIGNMENT

1) How many cents are in 1 dollar? ______________

2) How many cents are in ½ dollar? ______________

3) How many cents are in a quarter? ______________

4) How many cents are in a dime? ______________

5) How many cents are in a nickel? ______________

6) How many cents are in a penny? ______________

7) How many quarters are in a dollar? ______________

8) How many nickels are in a quarter? ______________

9) How many dimes are in a half dollar? ______________

10) How many dimes are in a dollar? ______________

# UNIT IV

## Lesson 5

## Money - Addition

OBJECTIVE - to learn how to add different coins.

Words to learn for this lesson:

| | |
|---|---|
| change | (chānj) |
| group | (grüp) |
| below | (bi lō') |

Today we shall learn how to make change.

A one-dollar bill can be changed into coins.

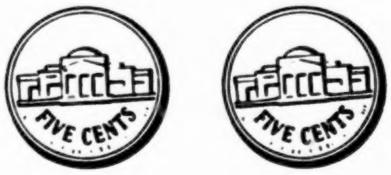
1 half dollar = 50¢

ONE DOLLAR

=

+ 1 quarter = 25¢

+ 1 dime = 10¢



+ 2 nickels = 10¢

+ 5 pennies = 5¢

100¢

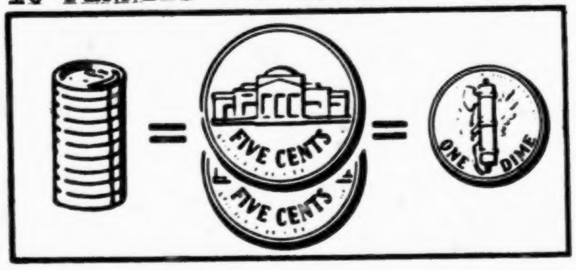
ONE HALF-DOLLAR = 2 QUARTERS

1 QUARTER = 2 DIMES + 1 NICKEL

= 5 NICKELS

= 25 PENNIES

10 PENNIES = 2 NICKELS = 1 DIME



You see that you can use many different coins to make change.

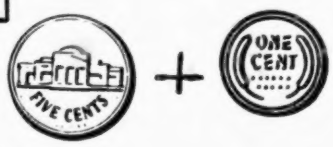
# ASSIGNMENT

LET US ADD.

Look at each group of coins below. Count the money.

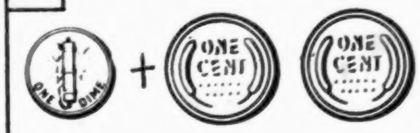
How many cents are there? Write the answer on the line.

1



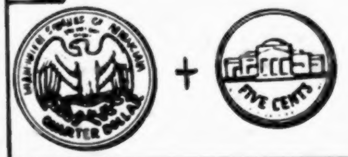
= ________ ¢

2



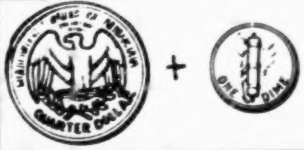
= ________ ¢

3



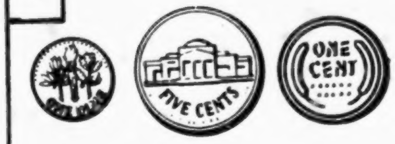
= ________ ¢

4



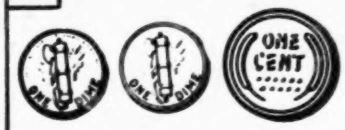
= ________ ¢

5



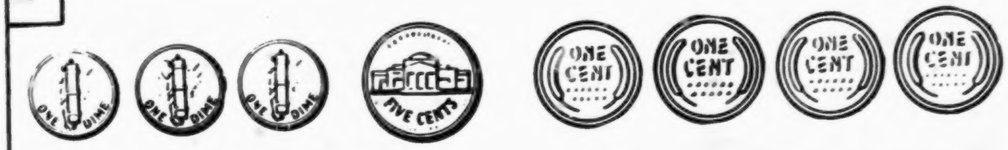
= ________ ¢

6



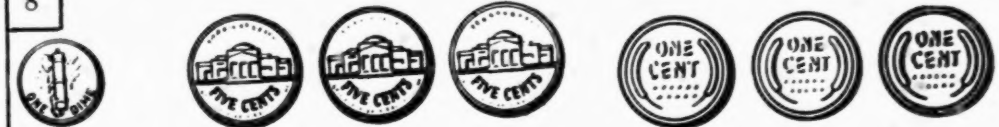
= ________ ¢

7



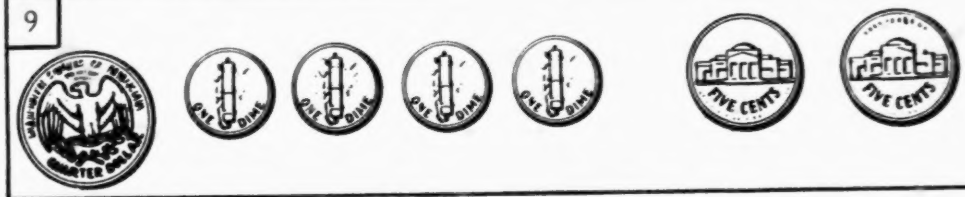
= ________ ¢

8



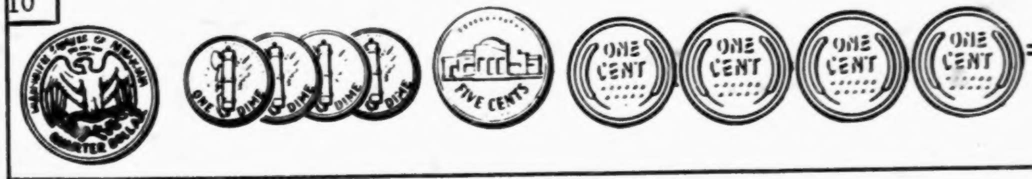
= ________ ¢

9



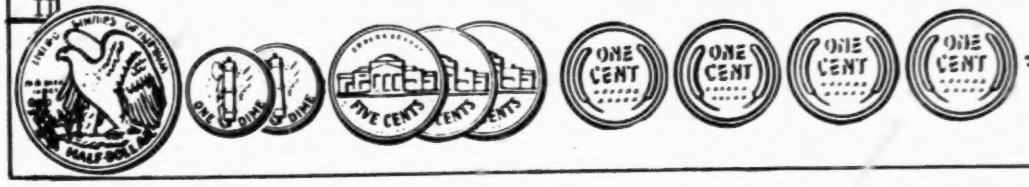
= ________ ¢

10



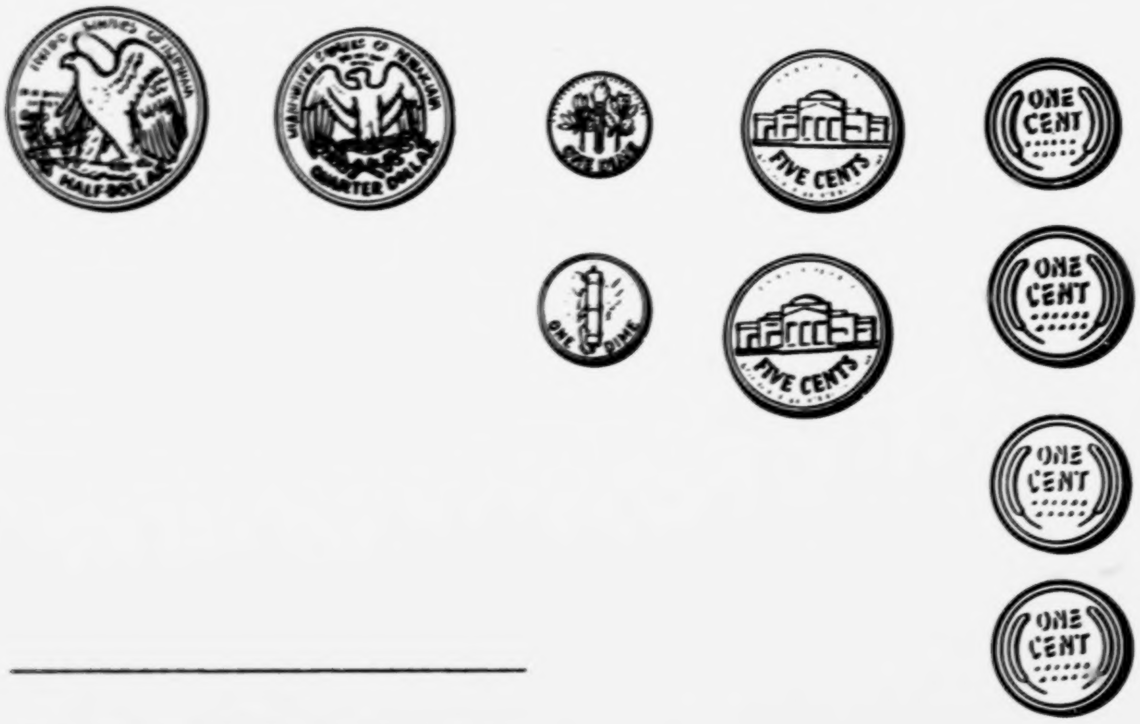
= ________ ¢

11



= ________ ¢

Make change using only these coins:



29¢ ____________________

33¢ ____________________

48¢ ____________________

54¢ ____________________

67¢ ____________________

72¢ ____________________

85¢ ____________________

91¢ ____________________

Can you find 5 ways to make change for 1 dollar?

1) ____________________________

2) ____________________________

3) ____________________________

4) ____________________________

5) ____________________________

# UNIT IV

## Lesson 6

## Money - Subtraction

OBJECTIVE - to learn how to subtract different coins.

Words to learn for this lesson:

| | |
|---|---|
| stocking | (stok'ing) |
| salesgirl | (sālz gėrl) |
| deduct | (di dukt) |

In the last lesson we learned to add coins.

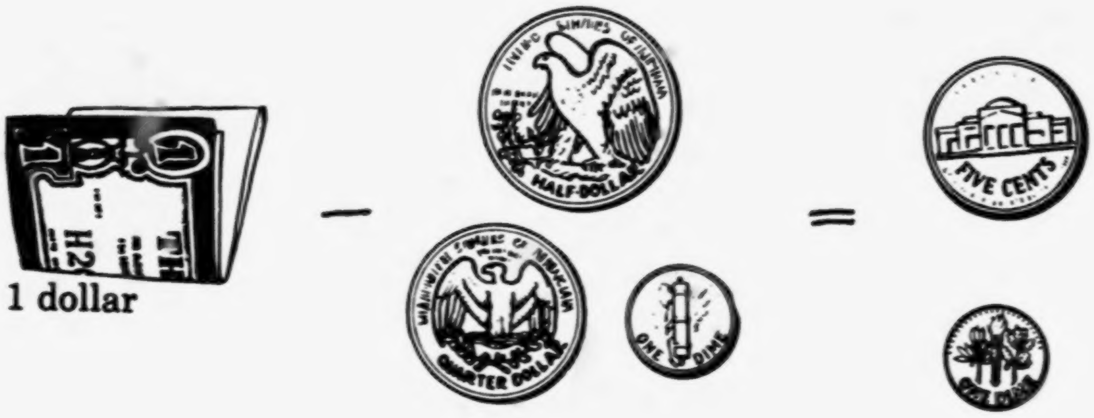
Now we shall SUBTRACT coins.

You buy a pair of stockings.

HOW MUCH DO THEY COST? 85¢

You pay with a dollar bill.

The salesgirl must give you change from $1.



SHE DEDUCTS 85¢ FROM 100¢.

$$\begin{array}{r} 100\text{¢} \\ -\underline{\ 85\text{¢}} \\ 15\text{¢} \end{array}$$

SHE GIVES YOU BACK 1 DIME + 1 NICKEL.

# ASSIGNMENT

You have 1 QUARTER.

What coins do you get back in change if you spend:

23¢ ____________________

19¢ ____________________

15¢ ____________________

11¢ ____________________

7¢ ____________________

You have $\frac{1}{2}$ DOLLAR.

What coins do you get back in change if you spend:

49¢ ____________________

34¢ ____________________

28¢ ____________________

12¢ ____________________

8¢ ____________________

You have 1 DOLLAR.

What coins do you get back in change if you spend:

99¢ ________________________________

74¢ ________________________________

56¢ ________________________________

43¢ ________________________________

27¢ ________________________________

You have 2 DOLLARS.

What coins do you get back in change if you spend:

$1.92 ________________________________

$1.87 ________________________________

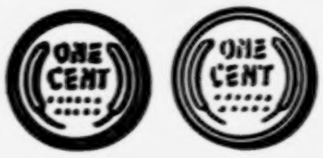
$1.63 ________________________________

$1.45 ________________________________

$1.26 ________________________________

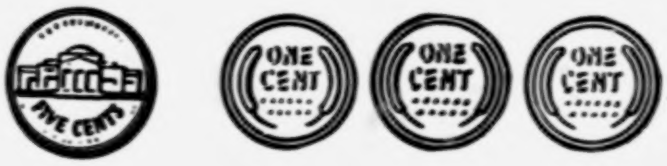
This is your change for 1 dollar? How much did you pay?

I



- - - - - ¢

2



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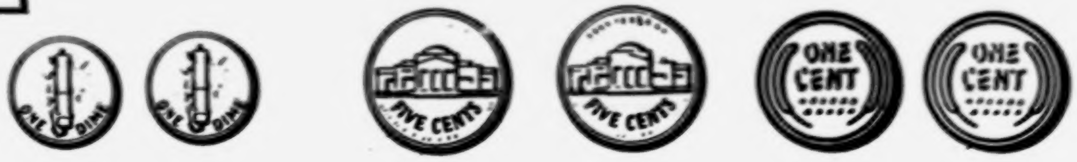
3



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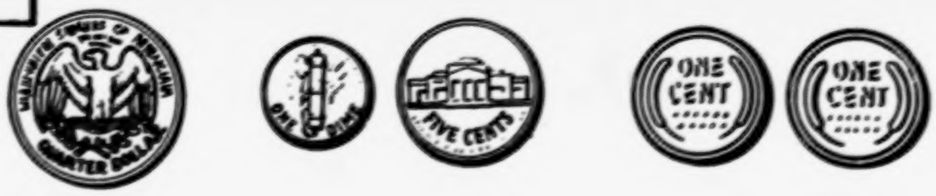
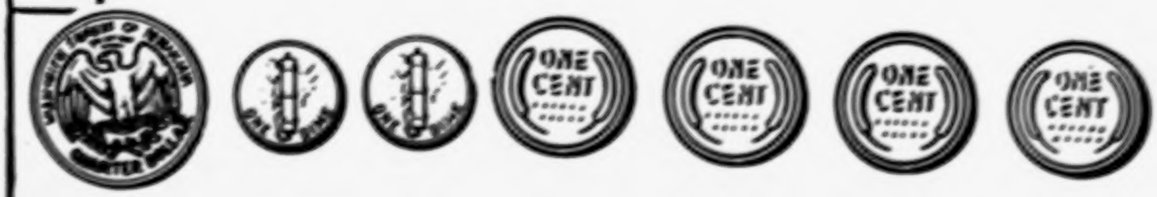
4



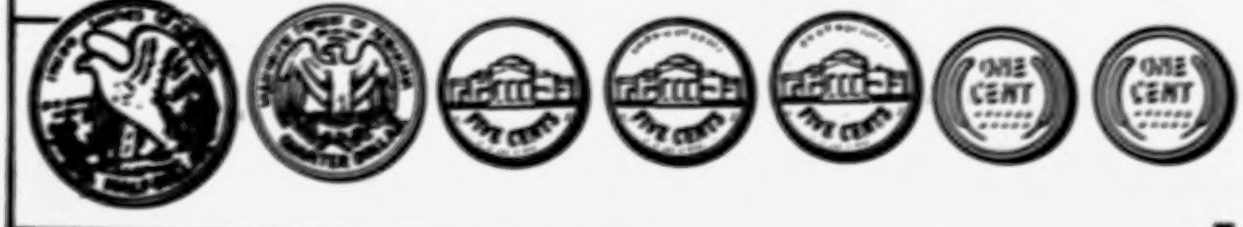
- - - - - ¢

5



- - - - - ¢

6



- - - - ¢

# UNIT IV

## Lesson 7

## Money - Paycheck

OBJECTIVE - to learn how to figure your paycheck.

Words to learn for this lesson:

| | |
|---|---|
| wages | (wā'jəs) |
| gross | (grōs) |
| net | (net) |
| income tax | (in'kum taks) |
| social security | (sō'shəl si kūr'i ti) |

We have learned about the paycheck and the deductions. Now you shall learn to figure your paycheck.

First you must know how many hours you have worked.

MULTIPLY THE NUMBER OF REGULAR HOURS BY YOUR HOURLY WAGE.

MULTIPLY THE NUMBER OF OVERTIME HOURS BY $1\frac{1}{2}$ TIMES YOUR HOURLY WAGE.

FOR EXAMPLE: REGULAR WAGE = $1.50 an hour

OVERTIME = $1.50 + 75¢ = $2.25 an hour

TO FIGURE PIECEWORK, YOU MULTIPLY THE PIECES OF WORK BY THE MONEY YOU ARE PAID FOR EACH PIECE.

WHEN YOU HAVE FIGURED YOUR WAGES, YOU SUBTRACT THE DEDUCTIONS.

Pay for regular hours
+ Overtime pay
+ Piecework
- Deductions

= Paycheck

Before the deductions are subtracted, your pay is called GROSS PAY. After the deductions are subtracted, your pay is called NET PAY, or TAKE-HOME PAY.

EXAMPLE:
Worker - Sue Wood
Hourly wage - $1.68
Piecework - $ .20

| | Regular Hours | Overtime | Piecework |
|---|---|---|---|
| Monday | 8 | | |
| Tuesday | | | 74 |
| Wednesday | 8 | 1 | |
| Thursday | 8 | | |
| Friday | | | 72 |
| | 24 hours | 1 hour | 146 pieces |

24 hours x $1.68 = $40.32
1 hour x $2.52 = $ 2.52
146 pieces x .20 = $29.20
$72.04 GROSS PAY

DEDUCTIONS ARE SUBTRACTED FROM THE GROSS PAY.

| | | |
|---|---|---|
| Income tax | $11.30 | |
| Social Security | 3.17 | |
| Health insurance | 1.20 | |
| Union dues | a 1.25 | |
| | $16.92 | DEDUCTIONS |

GROSS PAY - DEDUCTIONS = NET PAY

$72.04 - $16.92 = $55.12

## ASSIGNMENT

FILL IN THE MISSING SPACES:

1) PIECEWORK: 433 pieces @ 23¢ each = $__________

| Piecework | Income Tax | Social Security | Union | Net Pay |
|---|---|---|---|---|
| $________ | $16.10 | $ 4.38 | $ 1.00 | $________ |

2) HOURLY WAGES: 40 hours @ $2.05 an hour = $__________
OVERTIME : 6 hours @ $____ an hour = $__________

| Regular | Overtime | Income Tax | Social Security | Pension | Net Pay |
|---|---|---|---|---|---|
| $______ | $_______ | $16.80 | $4.42 | $5.00 | $________ |

3) HOURLY WAGES: 16 hours @ $1.93 an hour = $__________
OVERTIME : 2 hours @ $____ an hour = $__________
PIECEWORK : 248 pieces @ $.19 each = $__________

| Regular | Overtime | Piecework | Inc.Tax | S.S. | Health Ins. | Union | Net Pay |
|---|---|---|---|---|---|---|---|
| $______ | $_______ | $_______ | $13.00 | $3.69 | $1.50 | $1.25 | $______ |

# UNIT IV

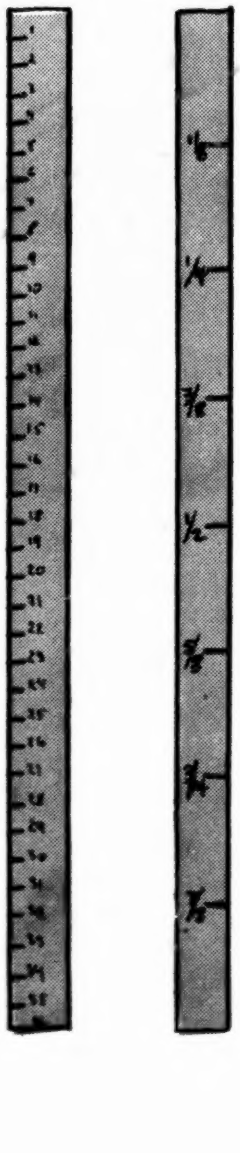
## Lesson 8 The Yardstick

OBJECTIVE - to learn to use a yardstick.

Words to learn for this lesson:

| | |
|---|---|
| material | (mə tēr'i əl) |
| measure | (mezh'ər) |
| yard | (yärd) |
| half | (haf) |
| quarter | (kwôr'tər) |
| eighth | (āth) |

WHEN WE CUT MATERIAL, WE USE A MEASURE THAT IS CALLED A YARD.

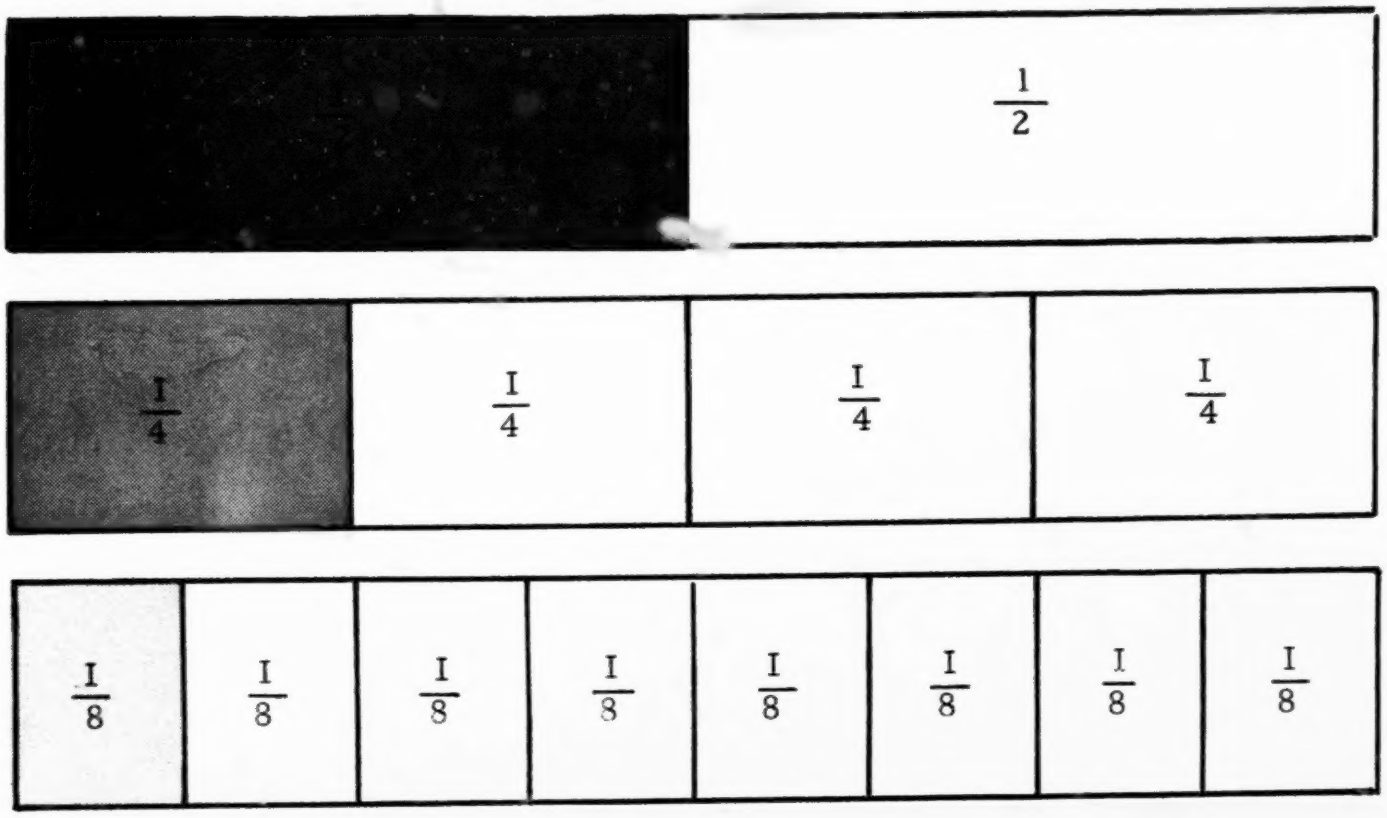


This is a YARDSTICK.

It is a piece of wood 1 yard long.

One side is divided into 36 inches.

The other side is divided into halves, quarters, and eighths of a yard.



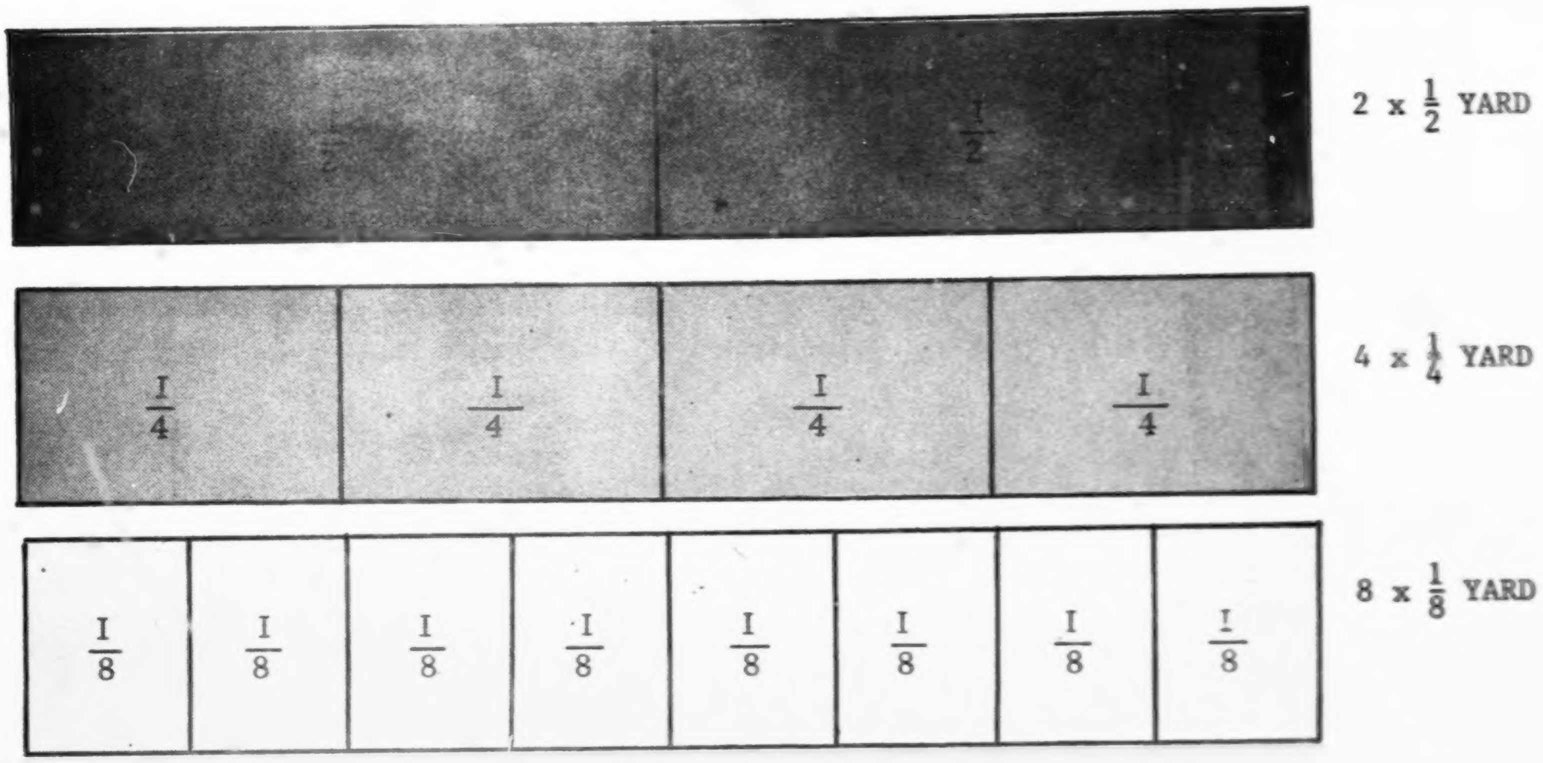
1 YARD = 36 INCHES

$\frac{1}{2}$ YARD = 18 INCHES

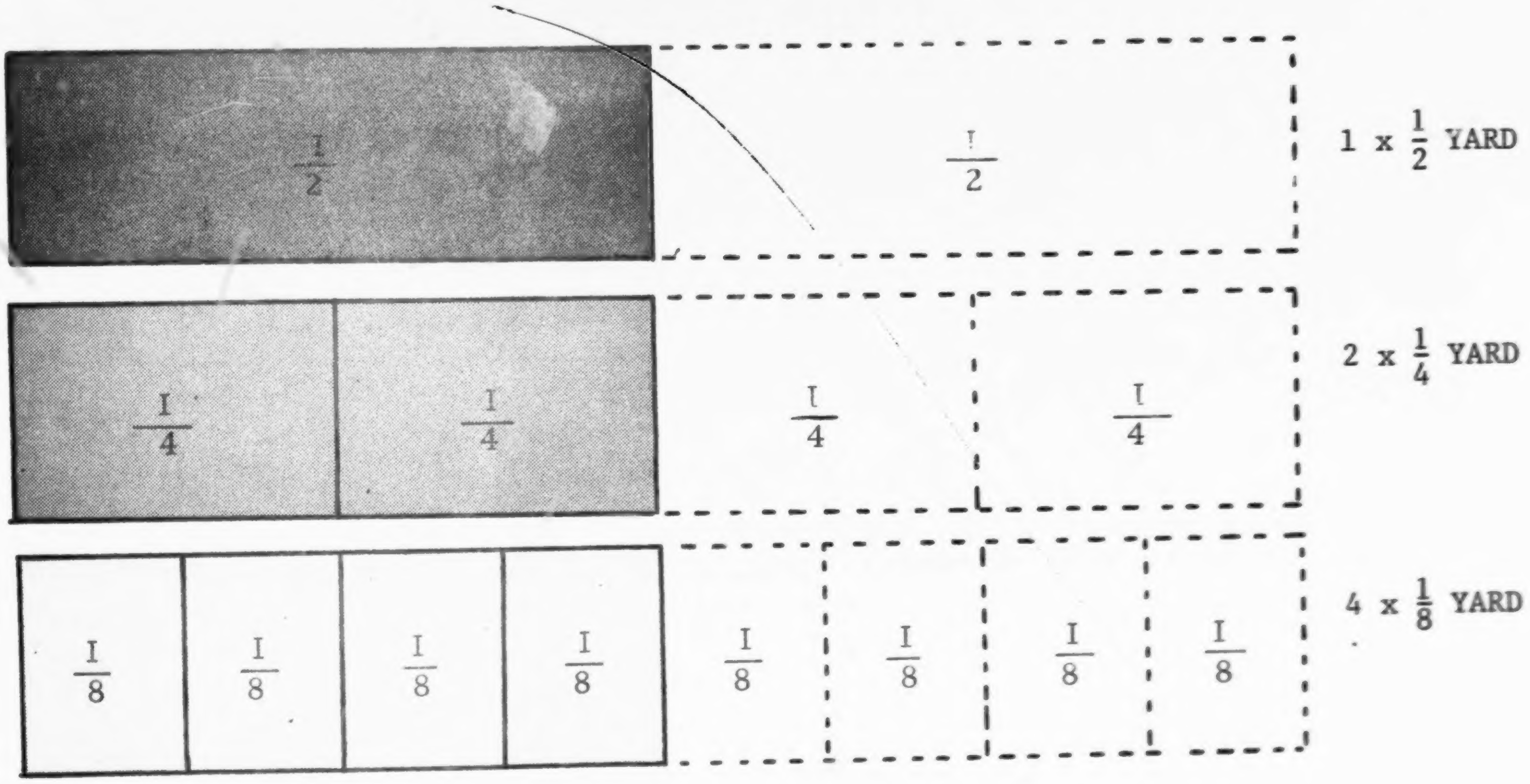
$\frac{1}{4}$ YARD = 9 INCHES

$\frac{1}{8}$ YARD = $4\frac{1}{2}$ INCHES

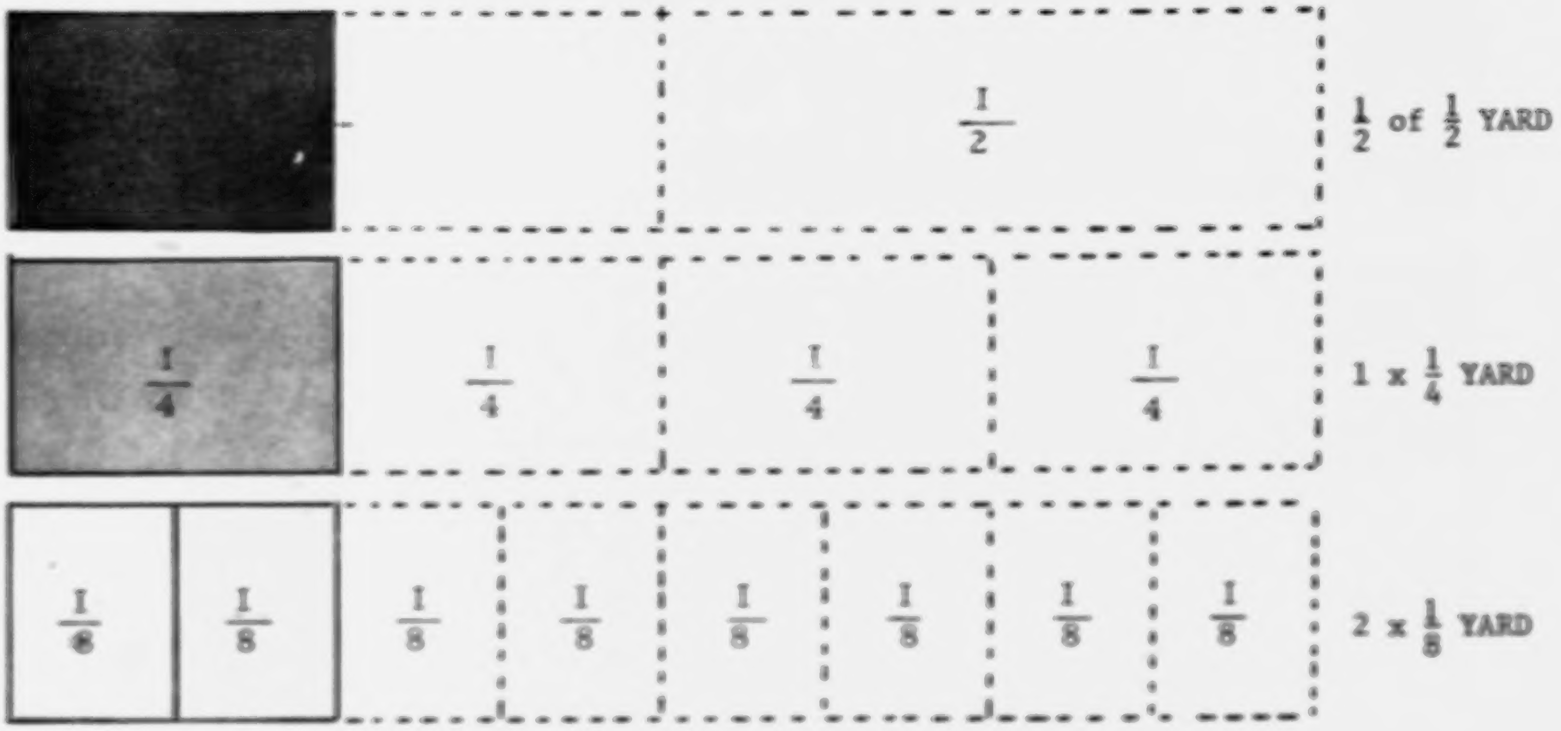
1 YARD IS THE SAME AS:



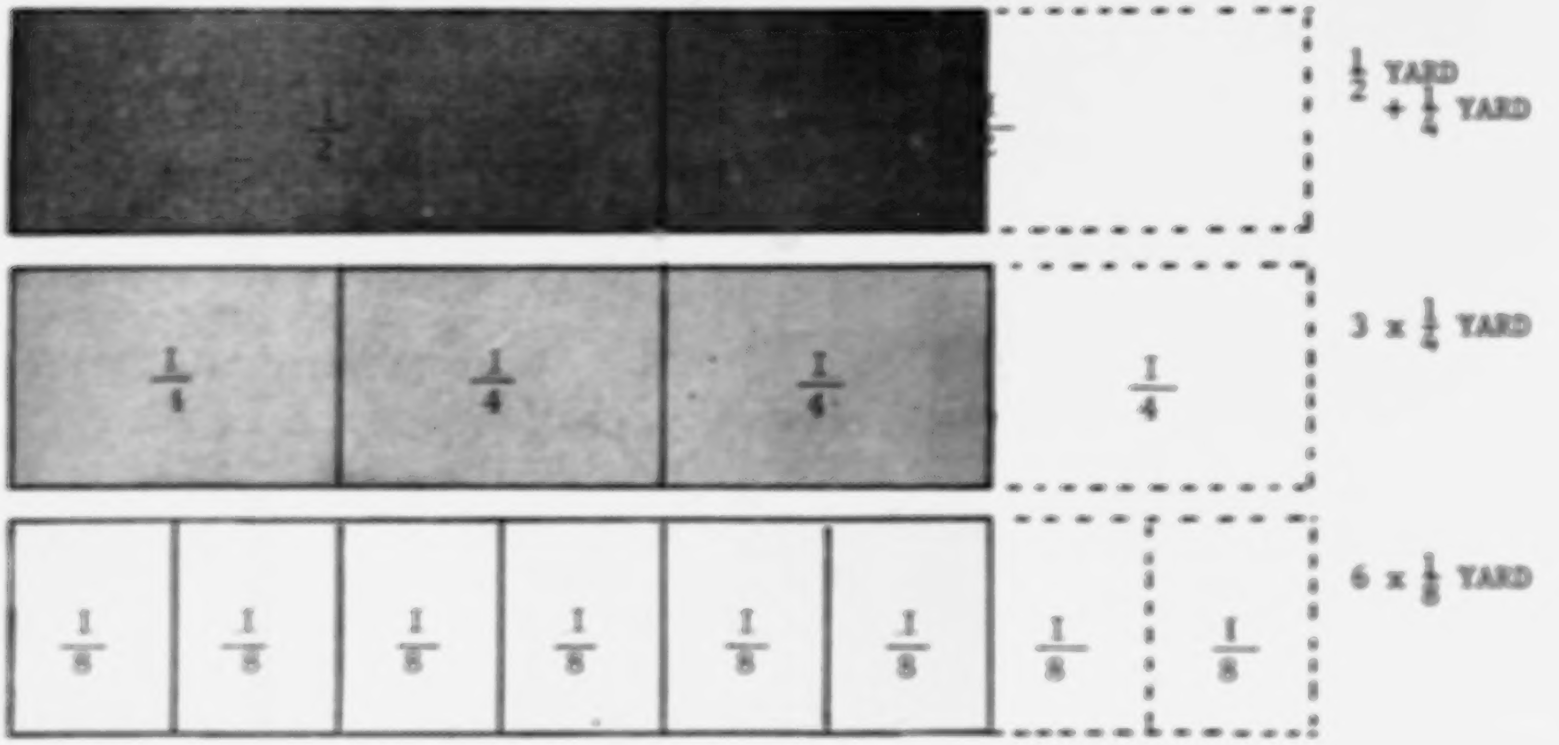
$\frac{1}{2}$ YARD IS THE SAME AS:



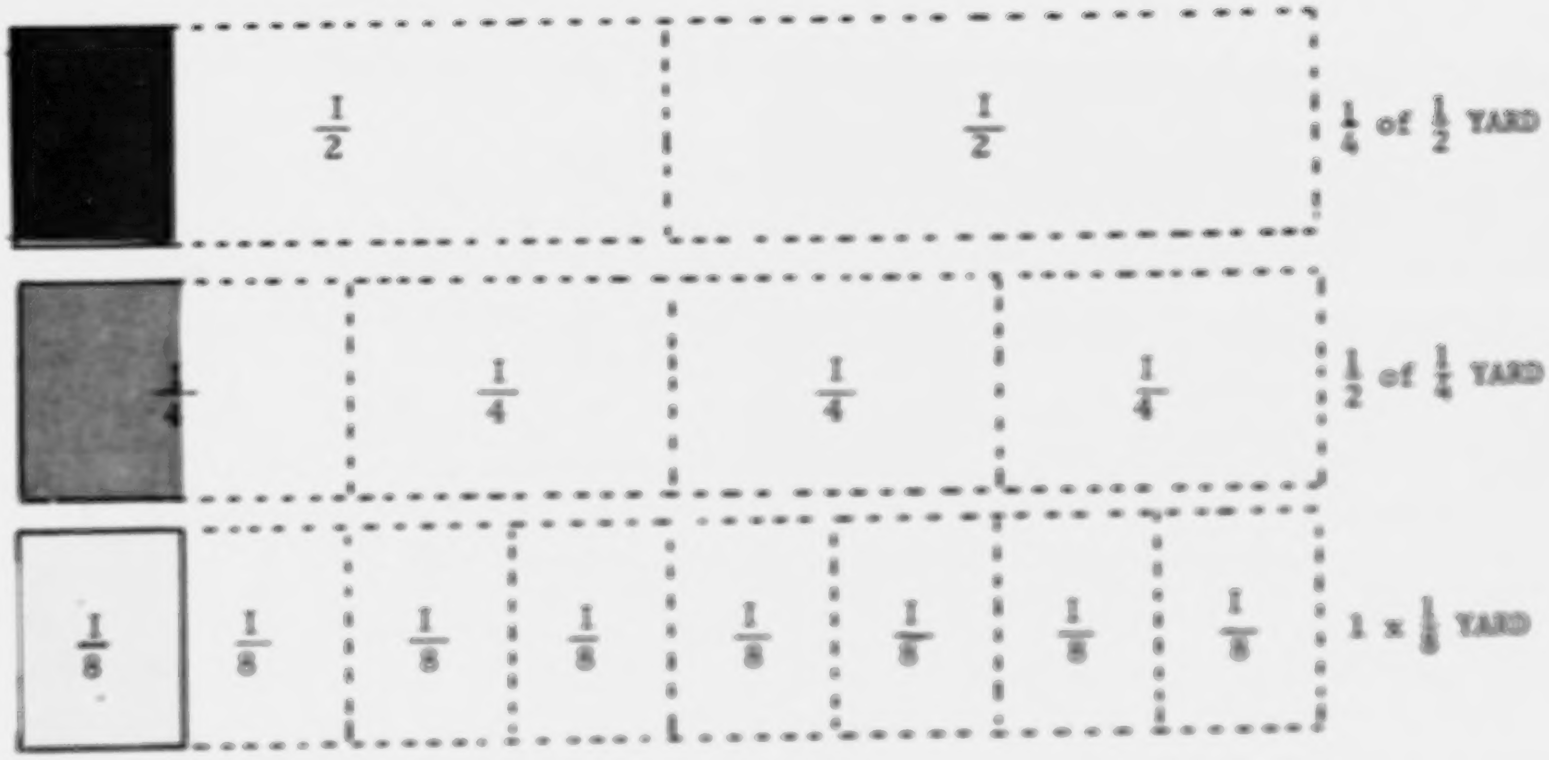
$\frac{1}{4}$ YARD IS THE SAME AS:



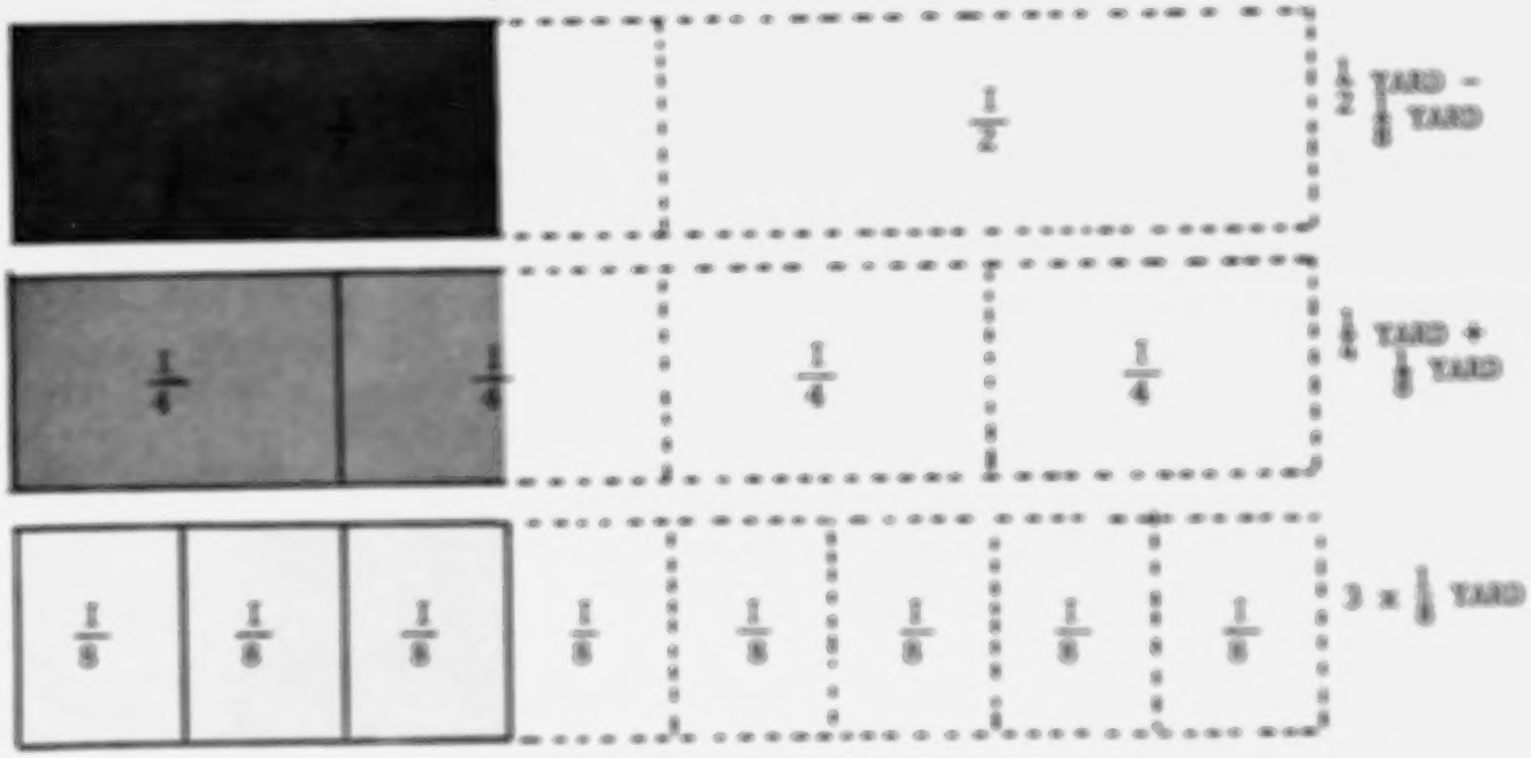
$\frac{3}{4}$ YARD IS THE SAME AS:



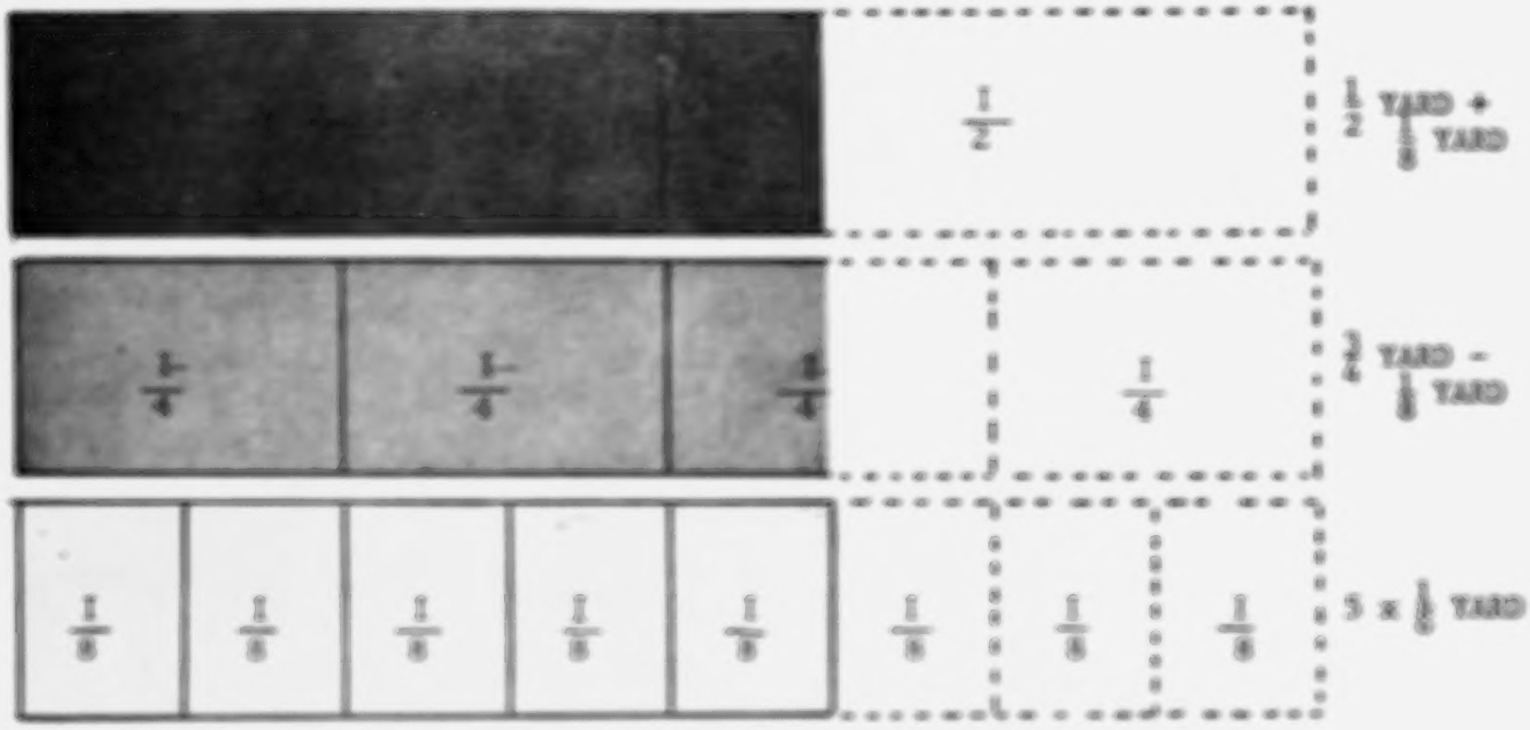
### $\frac{1}{8}$ YARD IS THE SAME AS:



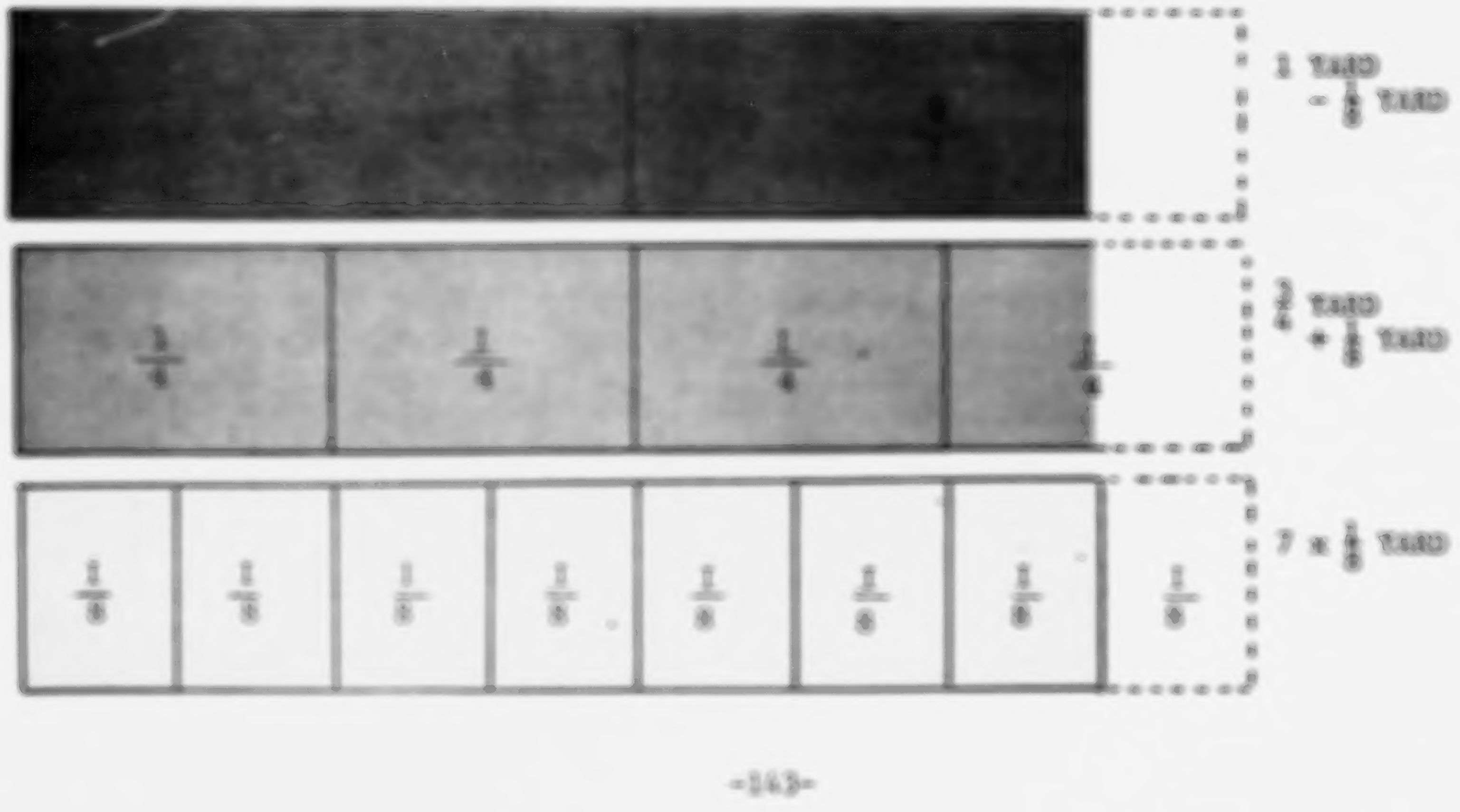
### $\frac{3}{8}$ YARD IS THE SAME AS:



$\frac{5}{8}$ YARD IS THE SAME AS:



$\frac{7}{8}$ YARD IS THE SAME AS:



# ASSIGNMENT

1) How many $\frac{1}{8}$ are there in $\frac{5}{8}$ ? ______________

2) How many $\frac{1}{8}$ are there in $\frac{1}{2}$ ? ______________

3) How many $\frac{1}{8}$ are there in $\frac{3}{4}$ ? ______________

4) How many $\frac{1}{4}$ are there in $\frac{1}{2}$ ? ______________

5) How many $\frac{1}{4}$ are there in $\frac{3}{4}$ ? ______________

6) How much is $\frac{1}{2} + \frac{1}{8}$ ? ______________

7) How much is $\frac{1}{2} - \frac{1}{8}$ ? ______________

8) How much is $\frac{1}{4} + \frac{1}{8}$ ? ______________

9) How much is $\frac{1}{4} - \frac{1}{8}$ ? ______________

10) How much is $\frac{3}{4} + \frac{1}{8}$ ? ______________

# UNIT V - CLOTHING FOR WOMEN

1) Lingerie
2) The Dress - Blouses
3) The Dress - Sleeves
4) The Dress - Necklines and Collars
5) The Dress - Skirts
6) The Dress - Pleats and Tucks
7) Suits and Coats
8) Sports Clothing

# UNIT V

## Lesson I — Lingerie

**OBJECTIVE** - to learn the names of pieces of lingerie.

Words to learn for this lesson:

| | |
|---|---|
| lingerie | (lan zhə rē') |
| product | (prod'əkt) |
| garment industry | (gärmənt in'dəs tri) |
| bra | (brä) |

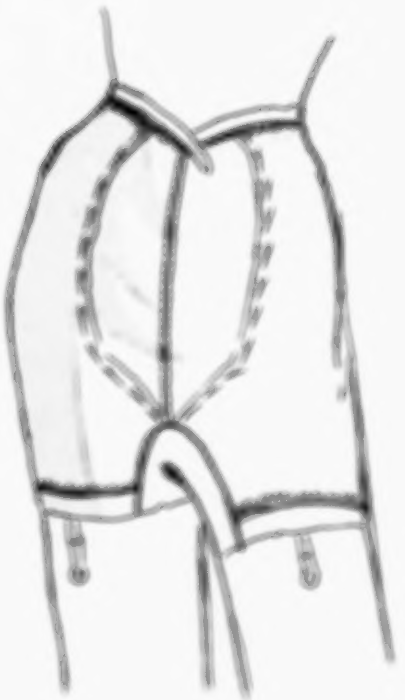
In this unit you will learn the names of the different products made in the garment industry. This lesson is about ladies' lingerie.

This is a BRA.

Bras come in different lengths.

The bra factory uses mostly lockstitch machines.

The STEP-IN GIRDLE



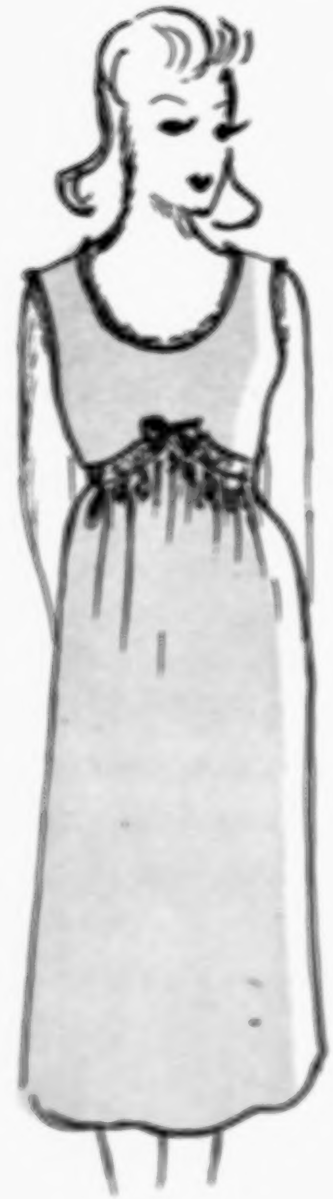
The PANTY GIRDLE

Heavy lockstitch machines, zig-zig machines, and hemstitch machines are used to make girdles.

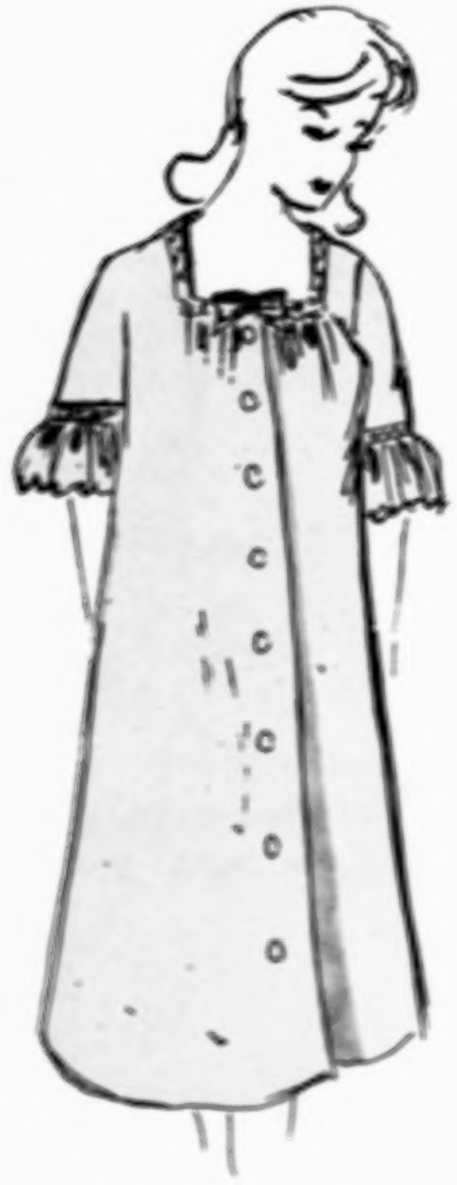
The HALF SLIP

The FULL SLIP

Factories that make slips use lockstitch machines and also zig-zig machines, hemstitch machines, rufflers, and embroidery machines.



NIGHTGOWN



PEIGNOIR (pān wär')

The same machines are used for these as for slips.

SOCKS or ANKLETS

PANTIES

**Stockings, socks, and panties are made on knitting machines with very little sewing. The sewing is done on cablestitch machines.**

STOCKINGS or HOSE

# ASSIGNMENT

NAME 6 KINDS OF LINGERIE AND THE MACHINES USED TO MAKE THEM.

1) ______________________ Machines ______________________

2) ______________________ Machines ______________________

3) ______________________ Machines ______________________

4) ______________________ Machines ______________________

5) ______________________ Machines ______________________

6) ______________________ Machines ______________________

# UNIT V

## Lesson 2 The Dress - Blouse

OBJECTIVE - to learn about the different parts of the blouse.

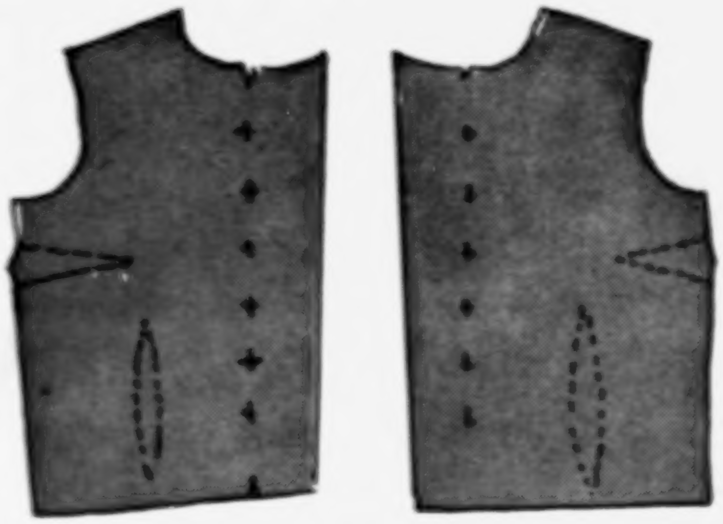
Words to learn for this lesson:

| | |
|---|---|
| blouse | (blous) |
| front | (frunt) |
| back | (bak) |
| facing | (fās'ing) |
| interfacing | (in'tər fās'ing) |
| shoulder | (shōl'dər) |
| side | (sīd) |
| waist | (wāst) |

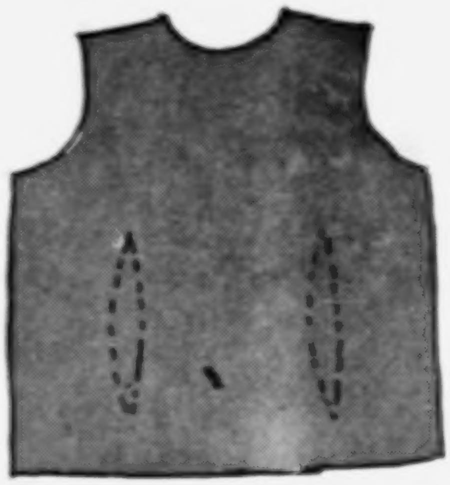
The dress has two main parts:
the blouse and the skirt.

This is the BLOUSE.

The blouse is made of different parts.

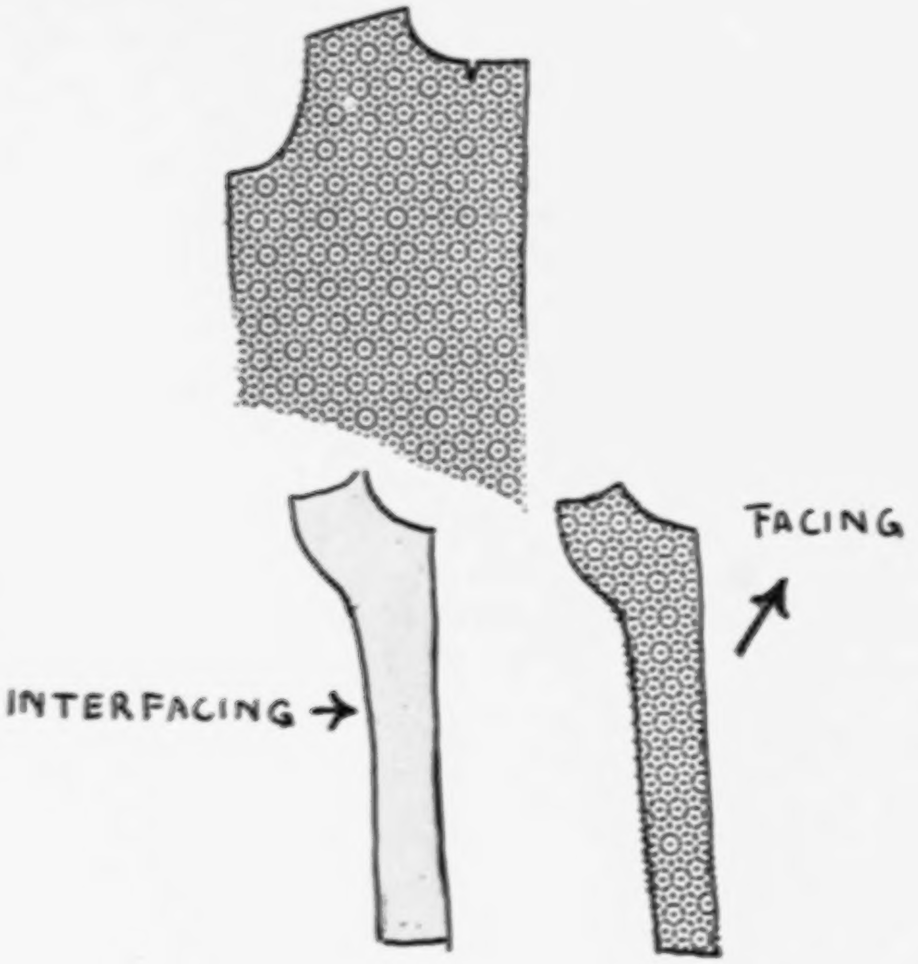


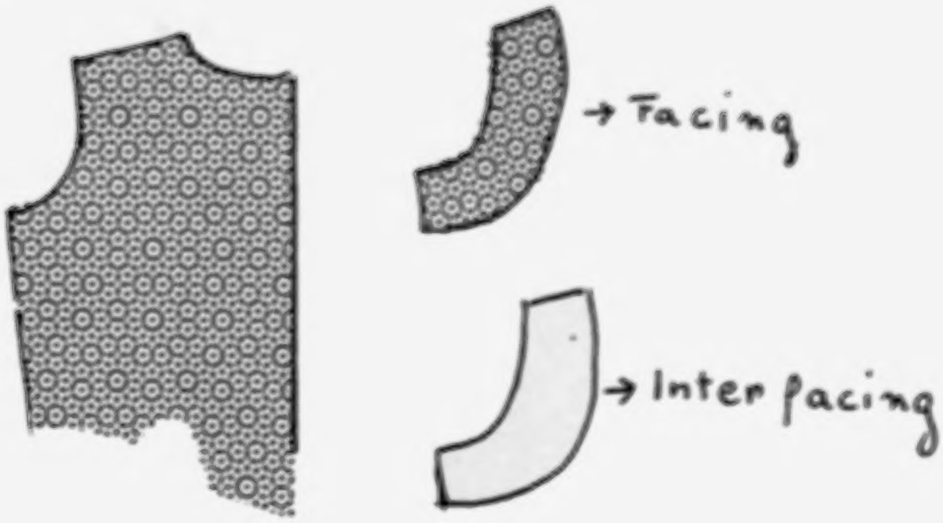
The FRONT OF THE BLOUSE



The BACK OF THE BLOUSE

Most blouses have a FACING and INTERFACING around the neck.



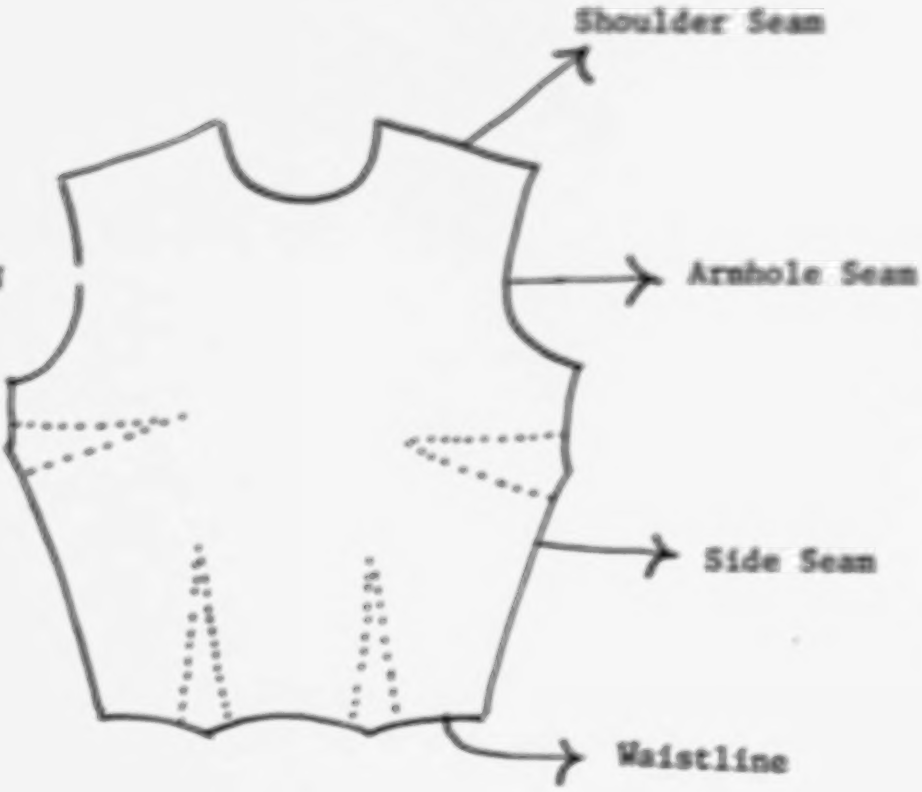


If the dress has no sleeves, there is a facing and interfacing around the armhole.

THE FACING is of the same material as the dress. It makes the dress look neat around the edges.

THE INTERFACING is of different material than the dress. It gives body to the dress.

THE BLOUSE HAS 4 MAIN SEAMS.



| | |
|---|---|
| SHOULDER SEAM - | to sew the front and the back together at the shoulder. |
| ARMHOLE SEAM - | to sew the sleeve to the blouse. |
| SIDE SEAM - | to sew the front and the back together under the arm. |
| WAISTLINE SEAM - | to sew the blouse and the skirt together. This can be at the natural waistline or lower or higher. |

# ASSIGNMENT

1) Name 4 parts of the blouse ____________________

____________________

____________________

____________________

2) Name the 4 main seams of the blouse ____________________

____________________

____________________

____________________

# UNIT V

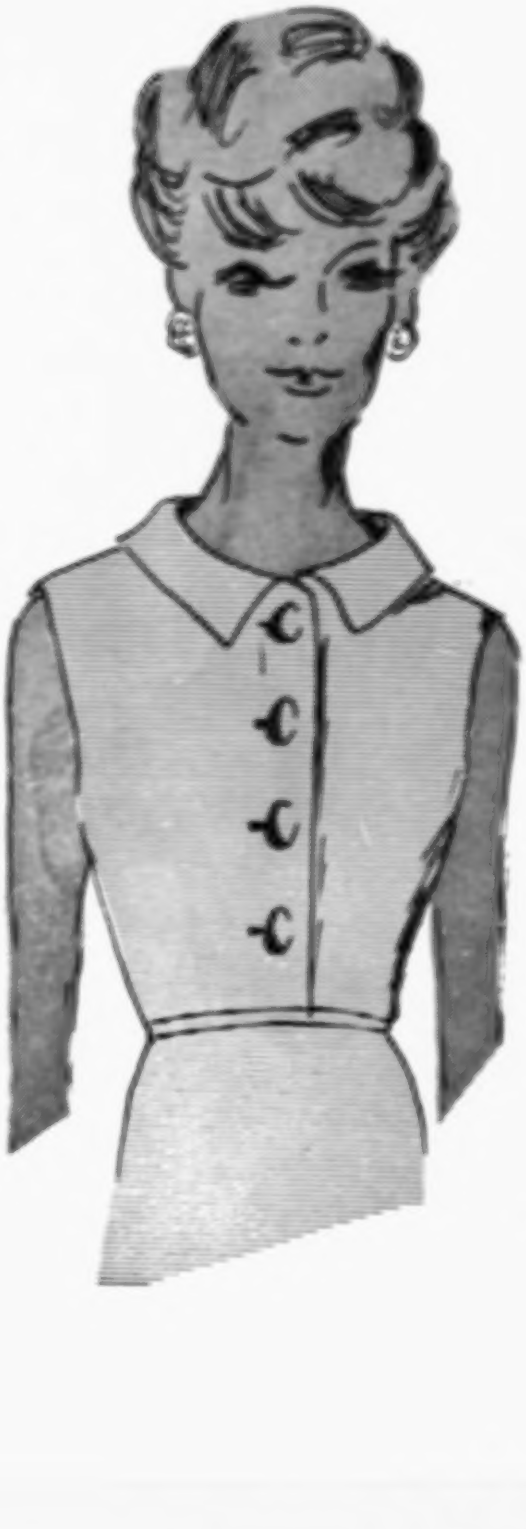
## Lesson 3

## The Dress - Sleeves

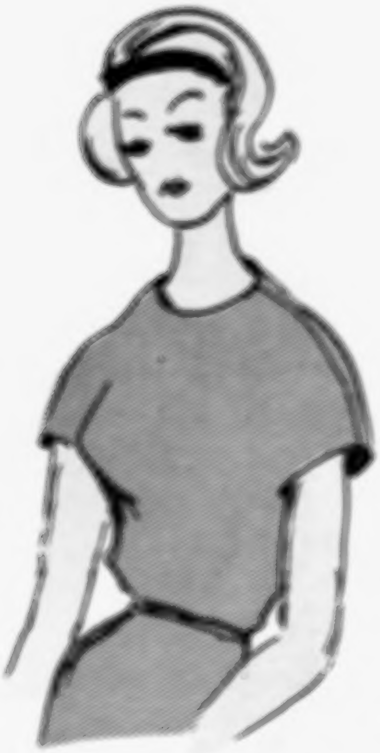
OBJECTIVE - to learn about different types of sleeves.

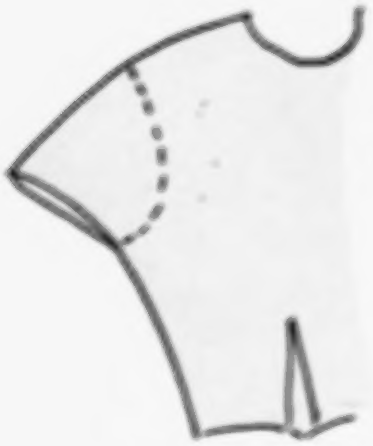
Words to learn for this lesson:

| | |
|---|---|
| sleeveless | (slēv'lis) |
| cap | (kap) |
| puffed | (puft) |
| raglan | (rag'lən) |
| kimono | (ki mō'nə) |



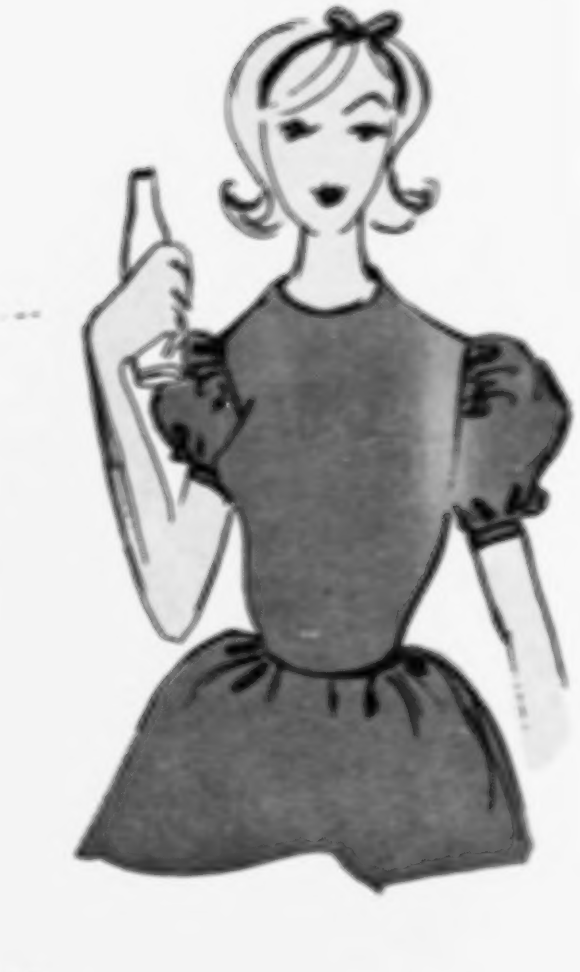
A dress that has no sleeves is called a **SLEEVELESS DRESS.**





This is a CAP SLEEVE.

The shoulder is cut longer than the armhole.



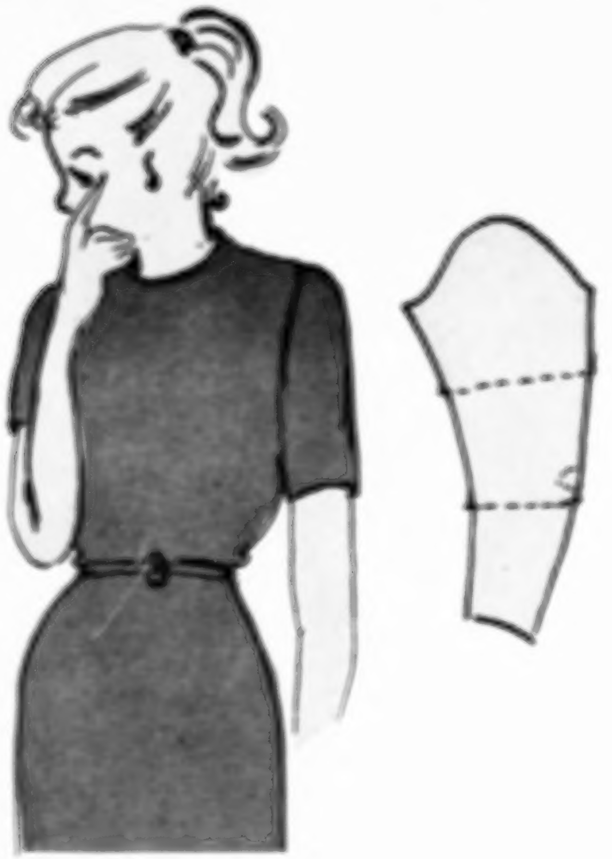
This is a PUFFED SLEEVE.

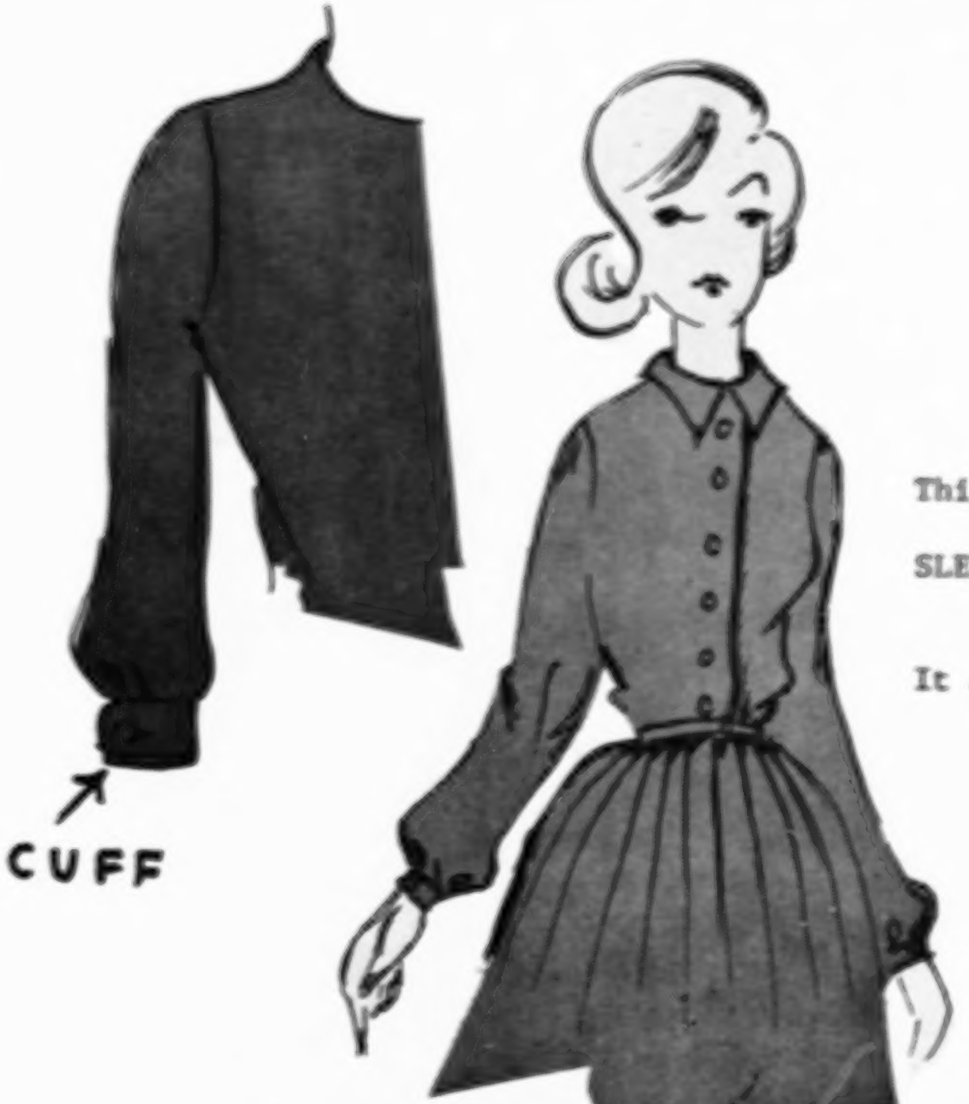
This sleeve is used mostly

for party dresses.

This is a SHORT SET-IN SLEEVE.

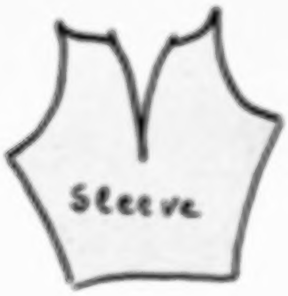
The same pattern can make a $\frac{3}{4}$ length sleeve or a long sleeve.

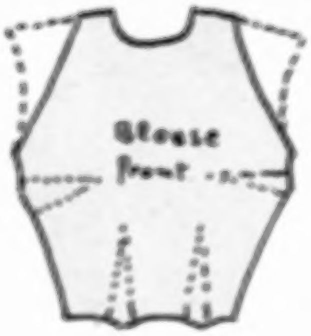




This is a SHIRTWAIST SLEEVE.

It always has a cuff.





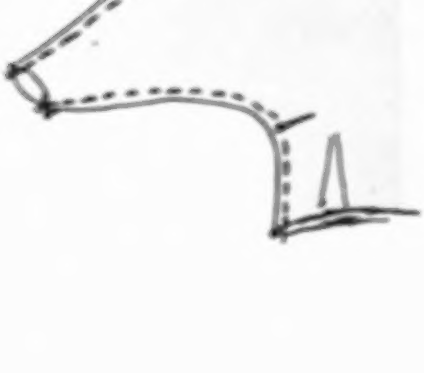
This is a RAGLAN SLEEVE.

The sleeve and the dress are cut differently.

Look at the pattern.

This is a KIMONO SLEEVE.

The sleeve and the blouse are cut in one.



# ASSIGNMENT

NAME 7 DIFFERENT KINDS OF SLEEVES.

1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

5) ______________________________

6) ______________________________

7) ______________________________

# UNIT V

## Lesson 4 The Dress - Necklines and Collars

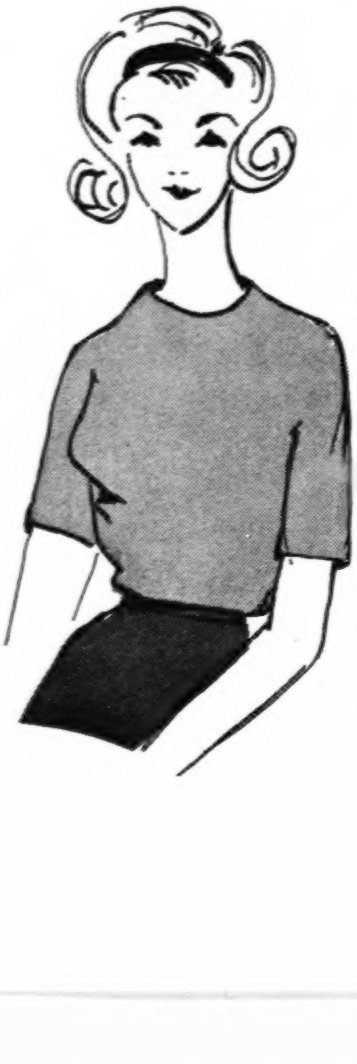
---

OBJECTIVE - to learn about different necklines.

Words to learn for this lesson:

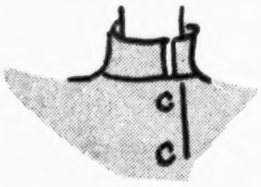
| | |
|---|---|
| plain | (plān) |
| collar | (kol'ər) |
| mandarin | (man'də rin) |
| pointed | (poin'tid) |
| round | (round) |
| square | (skwãr) |
| shawl | (shôl) |

Necklines come plain or with a collar.

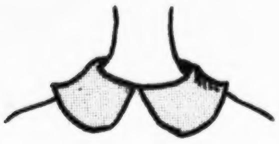


This is a ROUND NECKLINE.

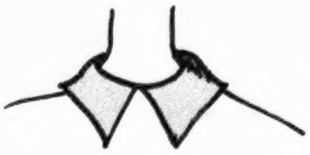
A round neckline can have a



MANDARIN collar.



round PETER PAN collar.

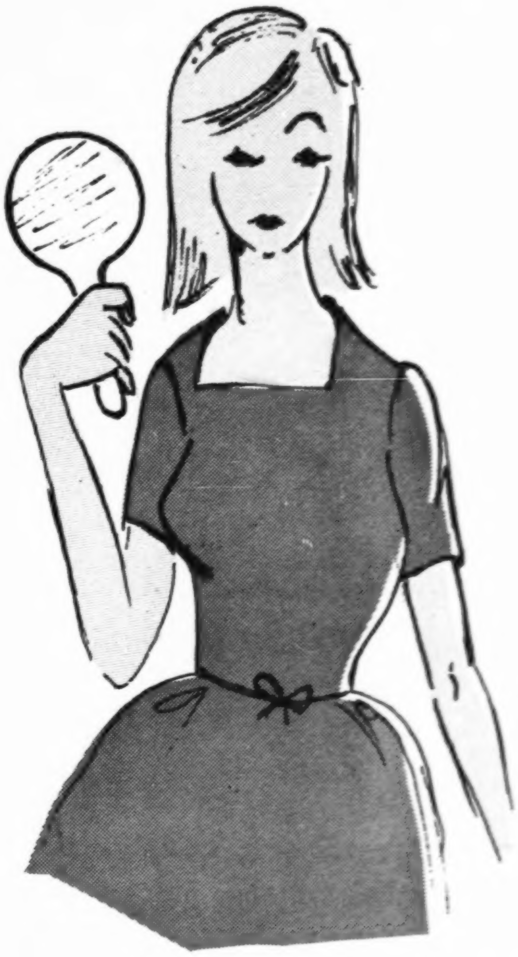


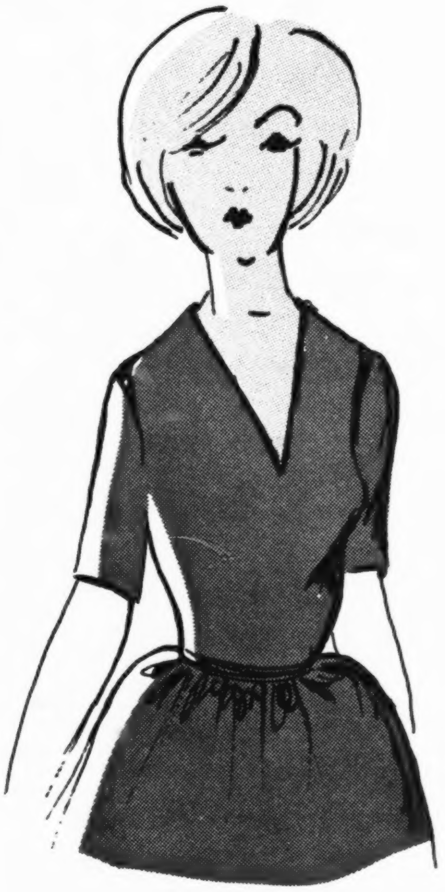
pointed PETER PAN collar.

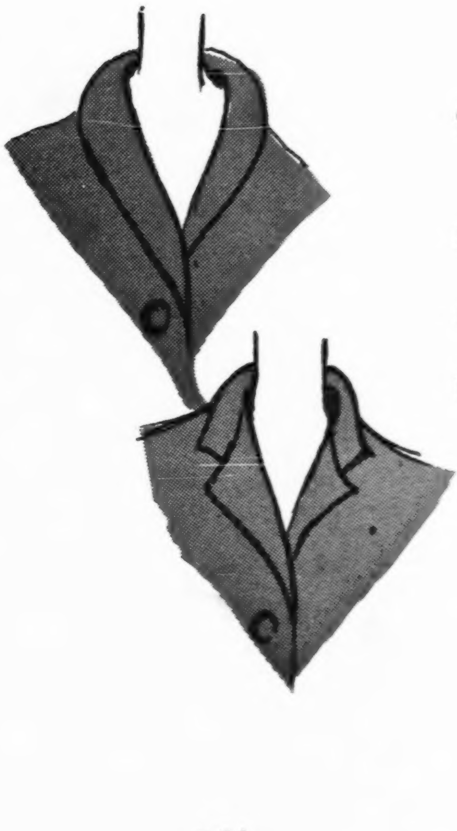
If the round neck is cut lower, it is called a SCOOP NECK.

If it dips in the center, it is called a SWEETHEART NECK.

This is a SQUARE NECK.







This is a V NECK.

It can have a shawl collar. It also can have a shirt collar.

If the neckline is straight across, it is called a BOAT NECK.

The boat neck can have a rolled collar.

## ASSIGNMENT

NAME 5 DIFFERENT NECKLINES: 1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

5) ______________________________

NAME 5 DIFFERENT COLLARS: 1) ______________________________

2) ______________________________

3) ______________________________

4) ______________________________

5) ______________________________

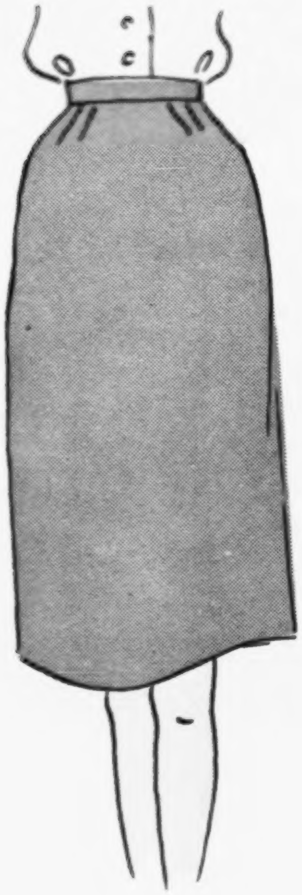
# UNIT V

## Lesson 5 — The Dress - Skirts

OBJECTIVE - to learn about different skirts.

Words to learn for this lesson:

| | |
|---|---|
| wrap | (rap) |
| around | (ə round') |
| gore | (gor) |
| circle | (sėr'kəl) |
| gather | (gaŦh'ər) |
| pleat | (plēt) |



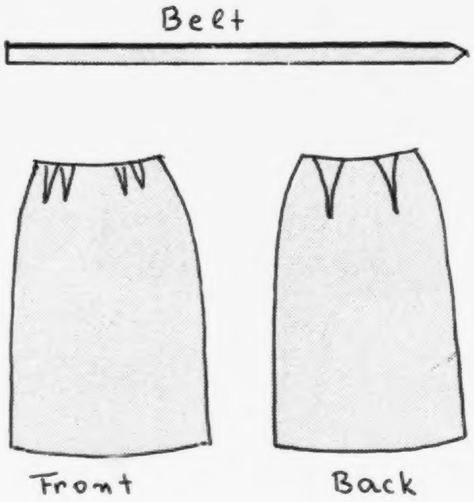
Just like blouses, SKIRTS ALSO COME IN DIFFERENT PATTERNS.

This is the simplest skirt.

It is a STRAIGHT SKIRT.

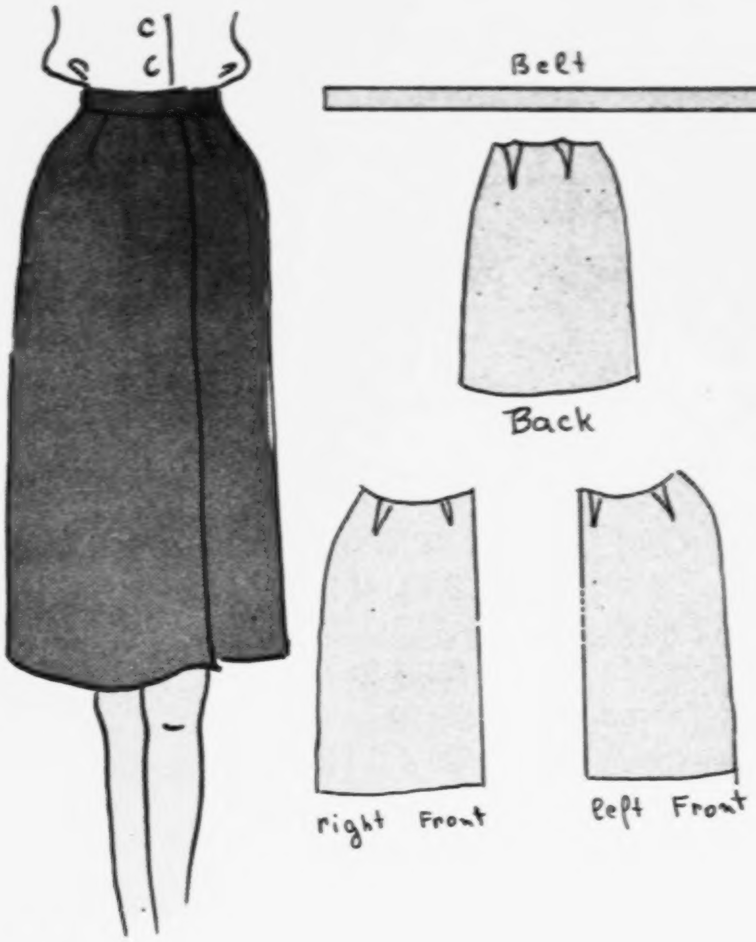
It has only two parts:

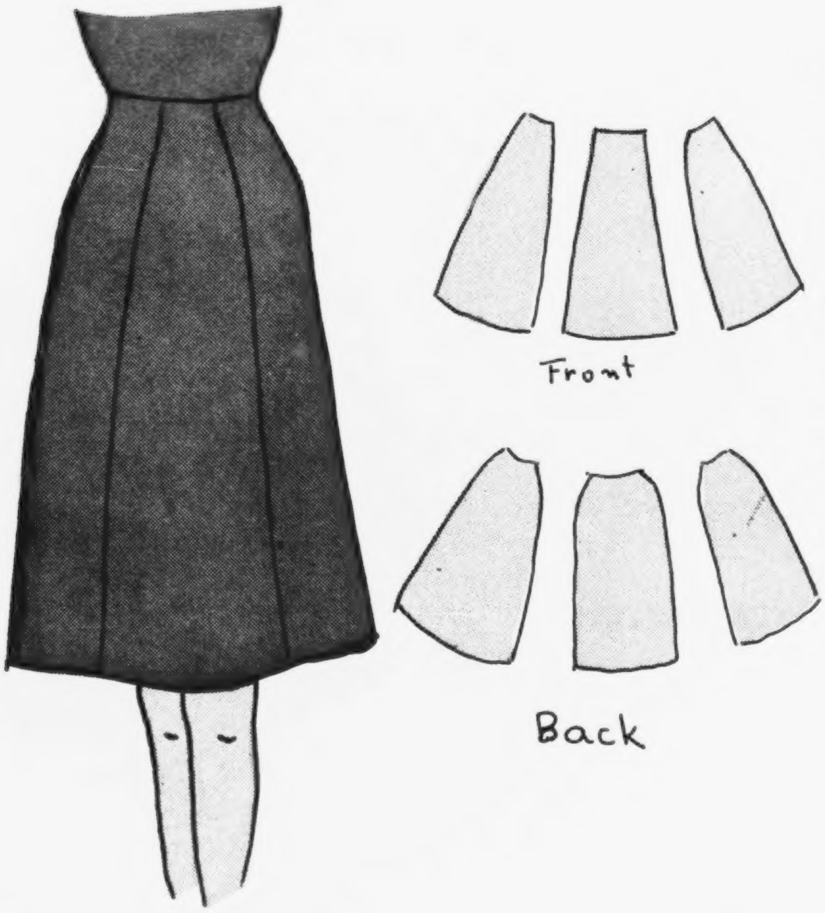
1 front and 1 back.



This is a WRAP-AROUND SKIRT.

It is open on one side, and wrapped around the body.

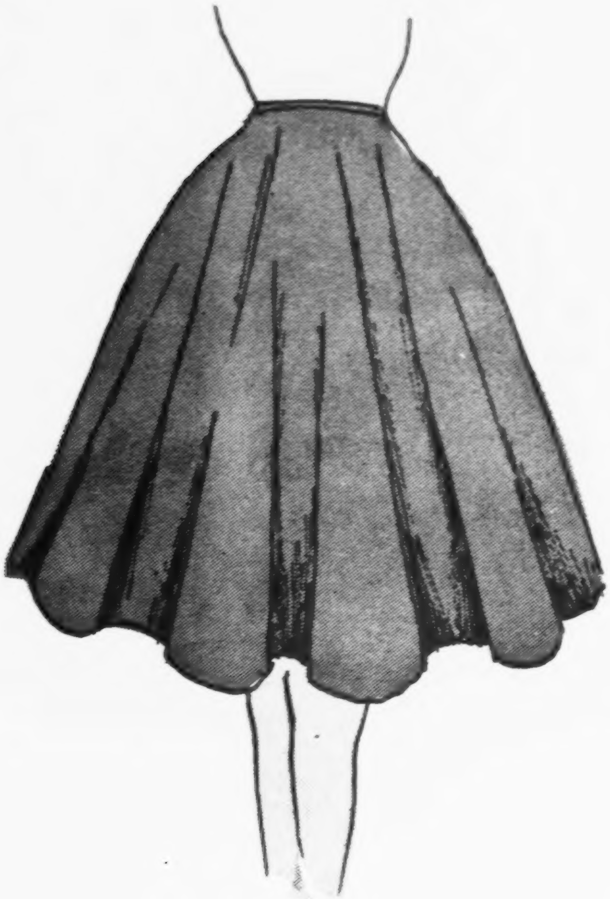


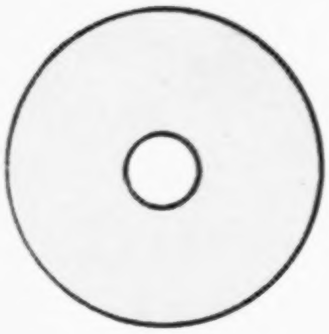


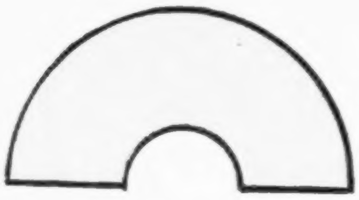
The GORED SKIRT is wider on the bottom.
This is a 6-gore skirt. It has 6 pieces.
There can also be gored skirts with more than 6 pieces.

This is a CIRCULAR SKIRT.

It has only one piece of material.





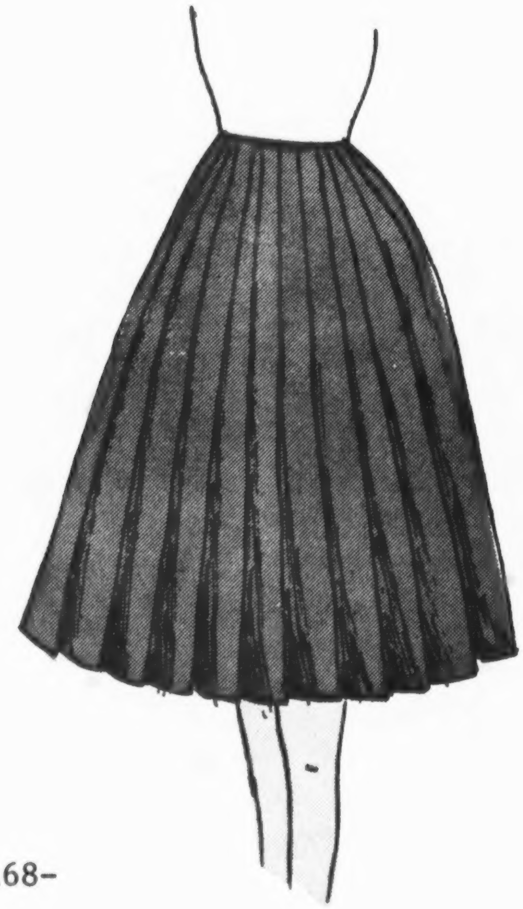


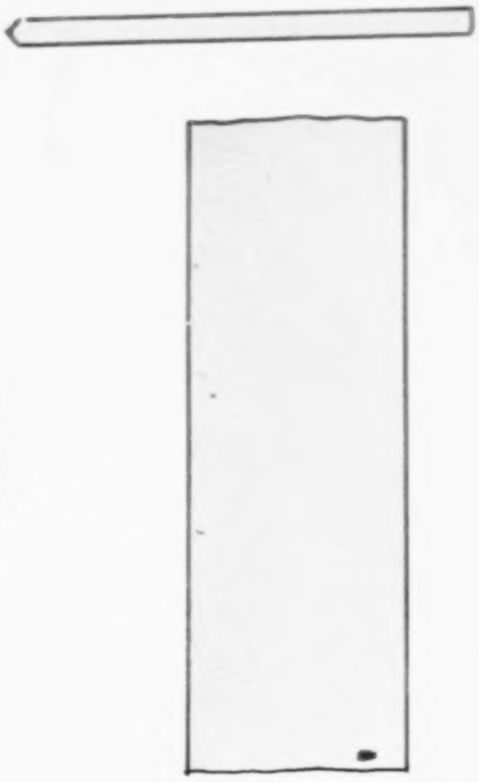
It can be cut in a whole circle.

It can be cut in a half circle.

This is a PLEATED SKIRT.

We shall learn about the different kinds of pleats in the next lesson.





The GATHERED SKIRT is also called a DIRNDL (dėrn'dəl) SKIRT. It is a straight piece of material that is gathered at the waist.

## ASSIGNMENT

NAME 6 DIFFERENT KINDS OF SKIRTS:

1) ______________________

2) ______________________

3) ______________________

4) ______________________

5) ______________________

6) ______________________

# UNIT V

## Lesson 6

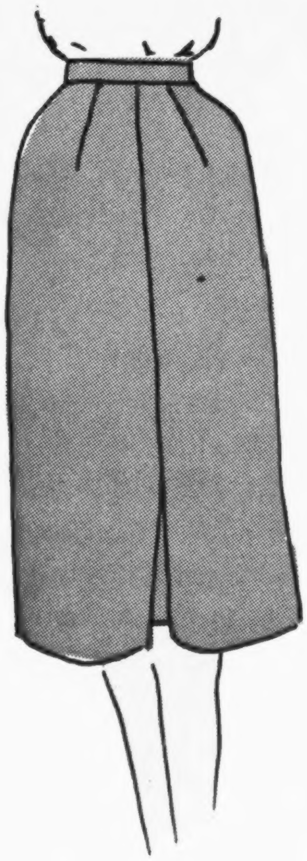
## The Dress - Pleats and Tucks

OBJECTIVE - to learn about the different pleats and tucks.

Words to learn for this lesson:

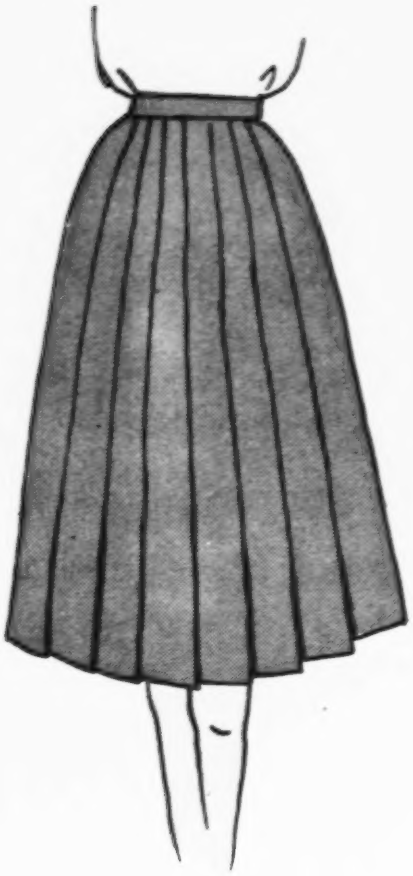
| | |
|---|---|
| fullness | (fu̇l'nis) |
| kick | (kik) |
| accordion | (ə kôr'di ən) |
| pleat | (plēt) |
| tuck | (tuk) |
| decoration | (dek ə rā'shən) |

WHEN YOU WANT FULLNESS IN A DRESS, YOU USE GATHERS OR PLEATS.



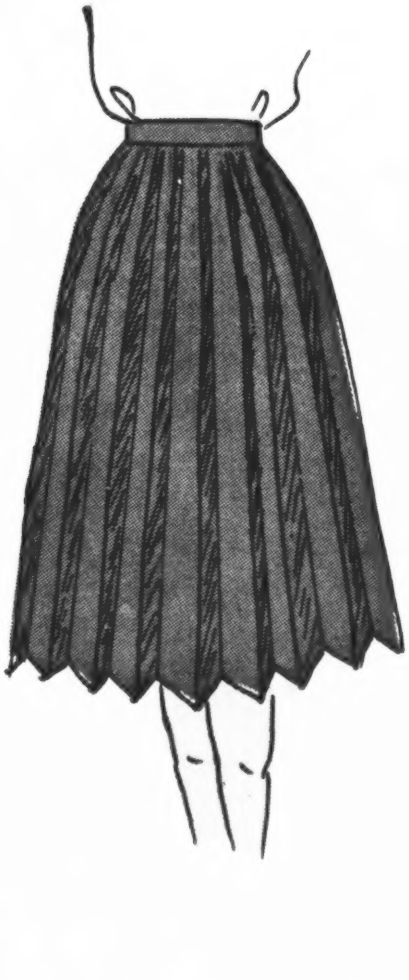
The KICK PLEAT is used in straight skirts to give room to walk.

SOME SKIRTS HAVE PLEATS ALL AROUND.



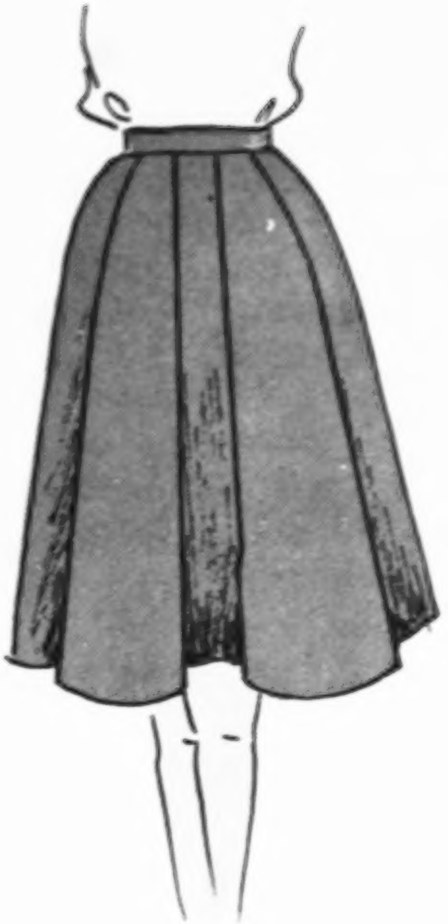
This skirt has flat, pressed pleats.

They are called KNIFE PLEATS.



These pleats are pressed, but they are not flat.

They are called ACCORDION PLEATS.

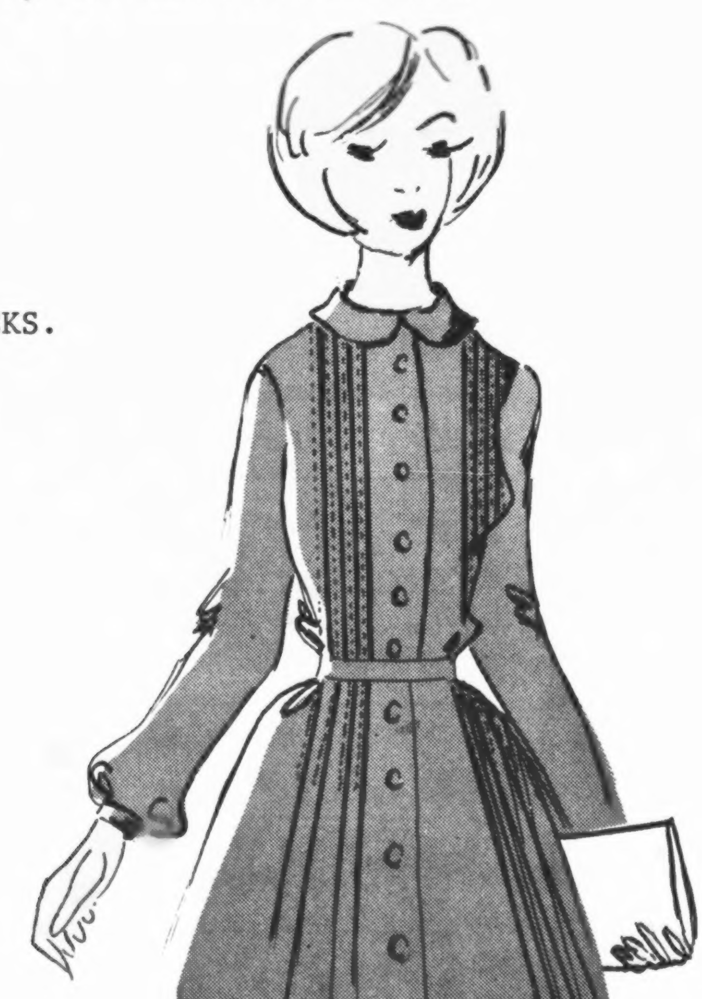


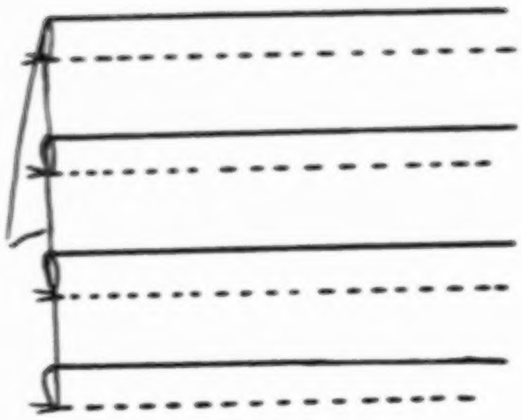
This skirt has BOX PLEATS.

Box Pleats can be pressed or unpressed.

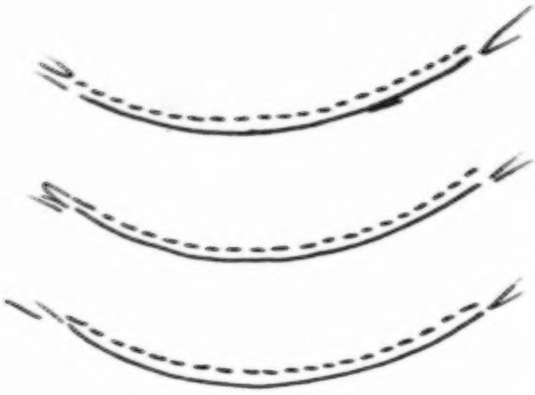
TUCKS ARE FOLDED LIKE PLEATS, BUT THEY ARE STITCHED.

This blouse has TUCKS.





These are STRAIGHT TUCKS.



For decoration, CURVED TUCKS can be made.

## ASSIGNMENT

NAME 5 KINDS OF PLEATS.

1) ____________________

2) ____________________

3) ____________________

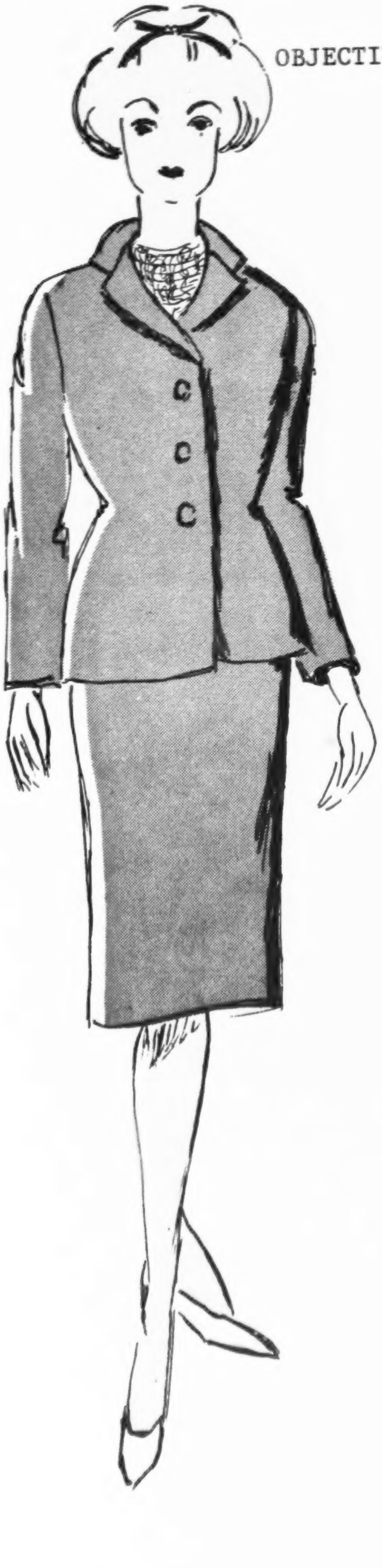
4) ____________________

5) ____________________

# UNIT V

## Lesson 7

## Suits and Coats



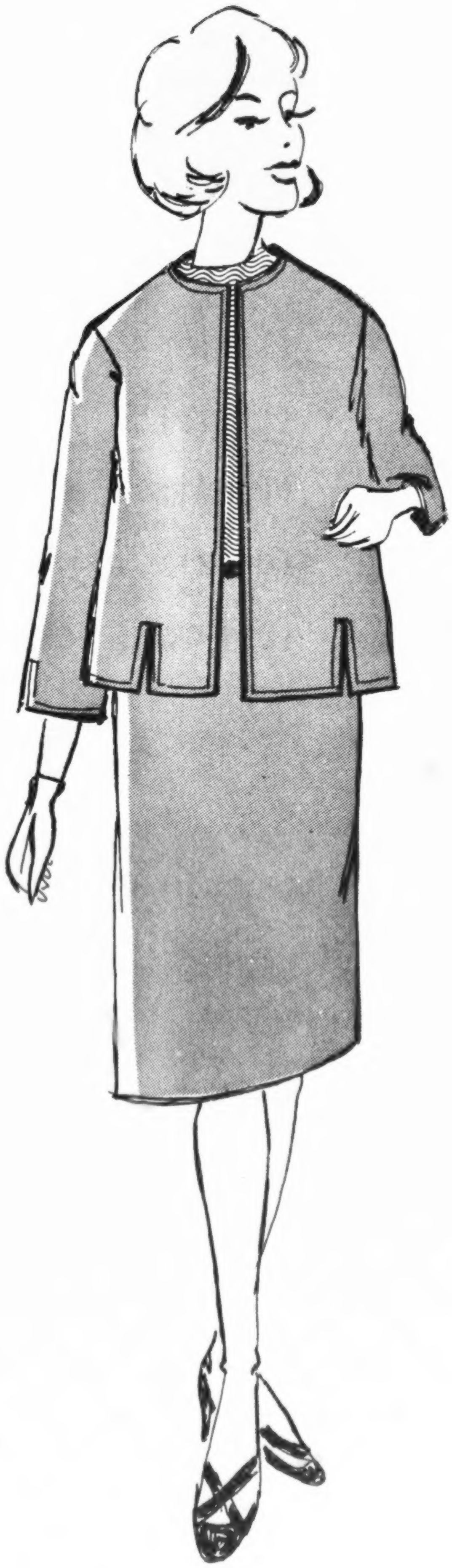
OBJECTIVE - to learn about different suits and coats.

Words to learn for this lesson:

| | |
|---|---|
| tailor | (tā'lər) |
| lapel | (lə pel') |
| lining | (līn'ing) |
| designer | (di zīn'ər) |
| trench coat | (trench kot) |

Most suits are LINED. If a suit has no lining, it is called UNLINED. Some summer suits are unlined.

This is a TAILORED SUIT.
It looks like a man's suit.
It has a collar and lapels.

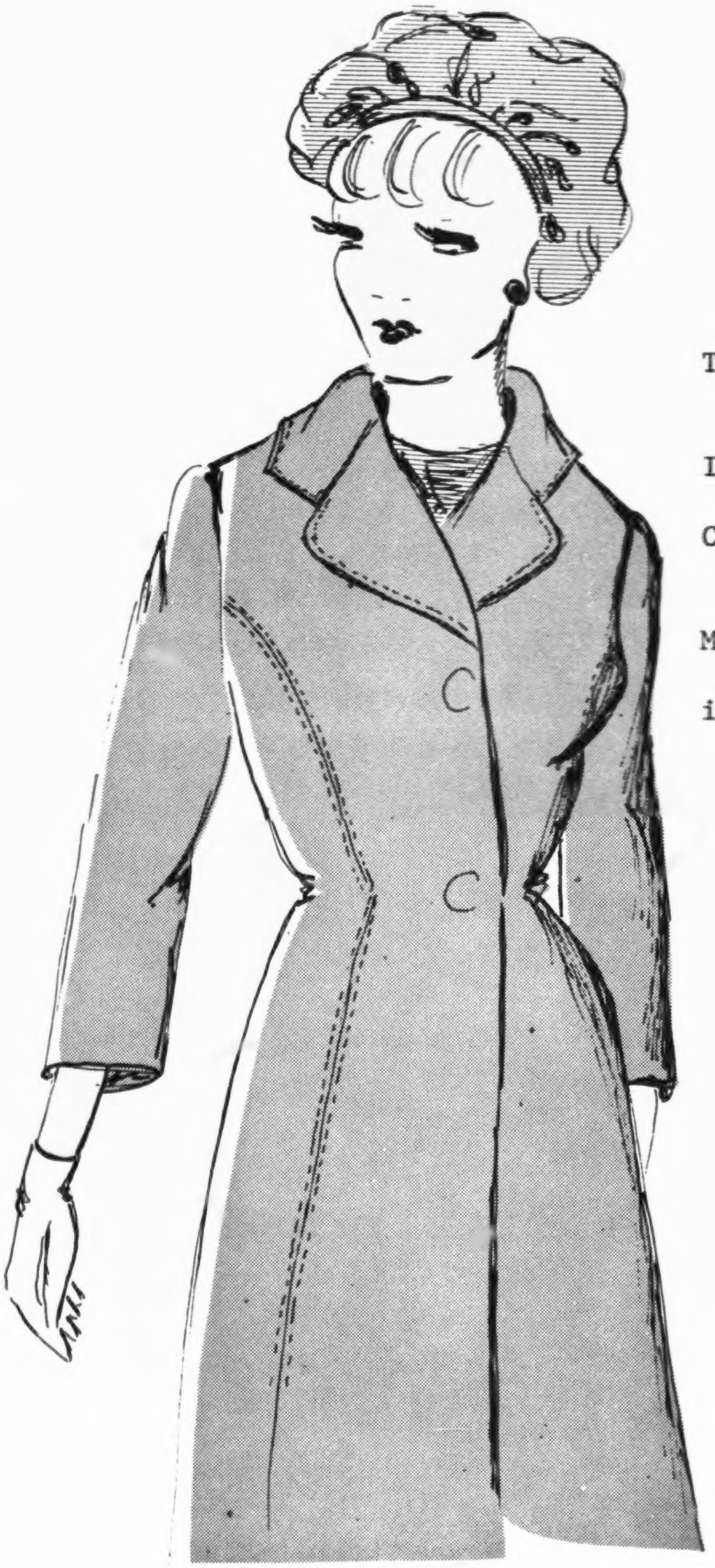


This is a "CHANEL" (shə nel') SUIT.

It is named for a French designer.

It has a box jacket.

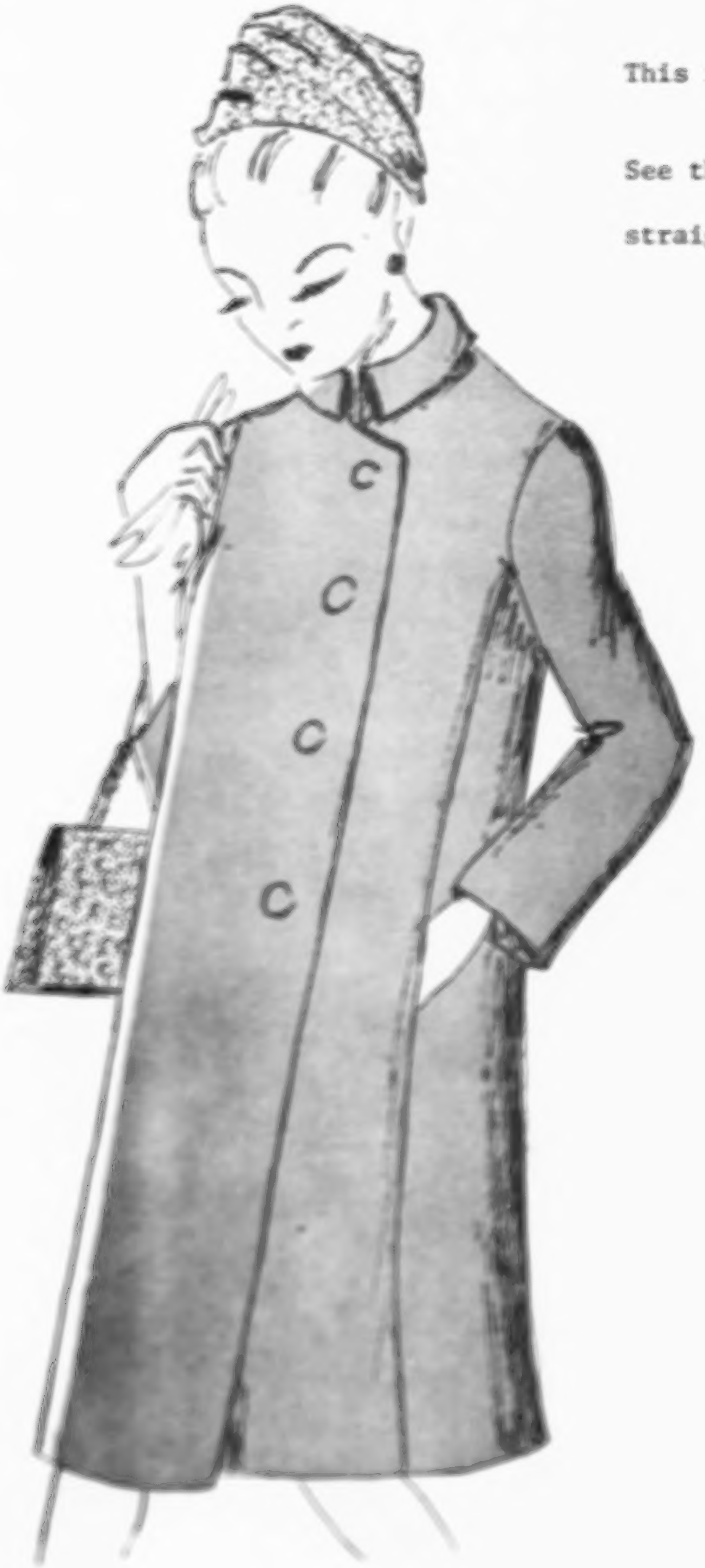
Many times the blouse is made from the same material as the lining.



This is a FITTED COAT.

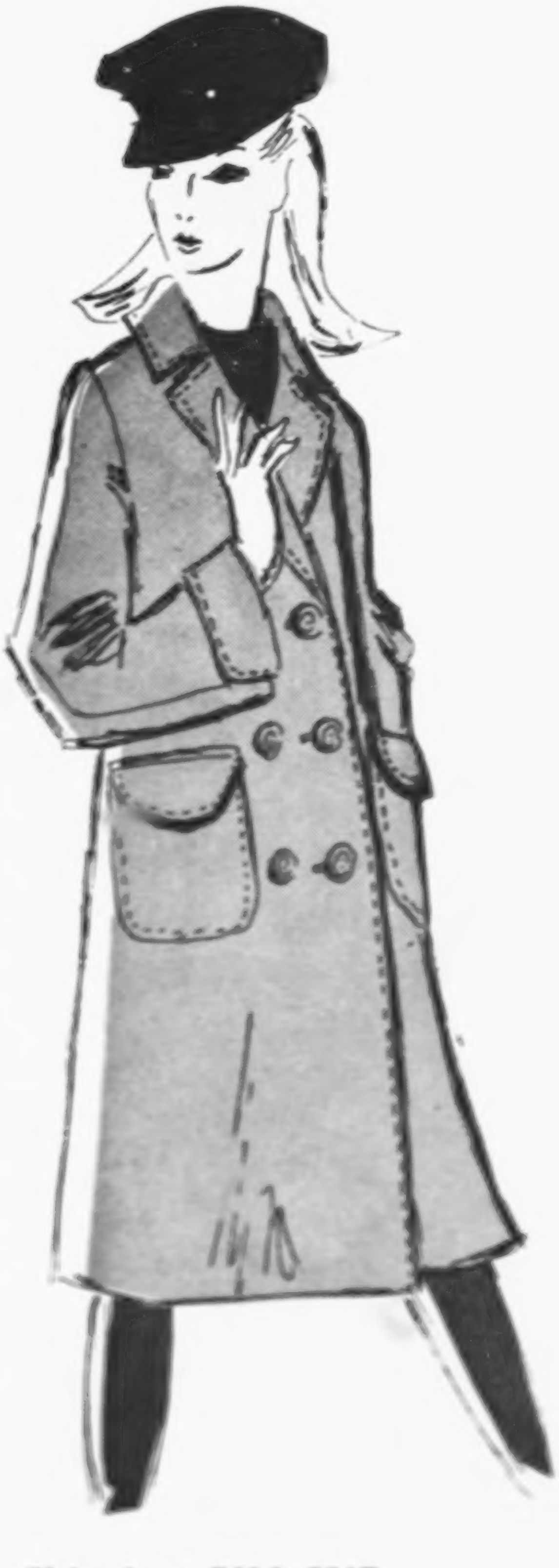
It is also called a PRINCESS COAT.

Many times the whole coat is interlined to give a good fit.



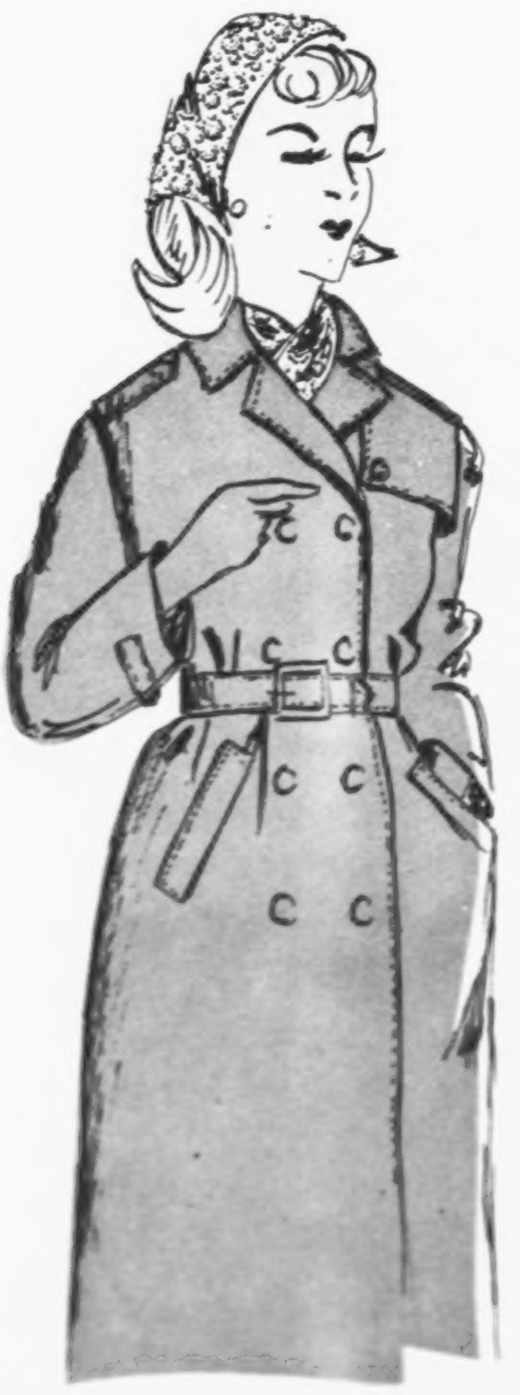
This is a BOX COAT.

See the lines. They are straight up and down.



This is a POLO COAT.

It is made from camel hair.



This is a RAINCOAT.

It is also called

a TRENCH COAT.

These coats have 2 rows of buttons. We call that DOUBLE-BREASTED.

# ASSIGNMENT

1) What does a tailored suit look like?

2) What is an unlined suit?

3) What is a "Chanel" suit?

4) What is another name for the princess coat?

5) What is the name for a coat with lines straight up and down?

6) What is a trench coat?

7) What do you call a coat with 2 rows of buttons?

# UNIT V

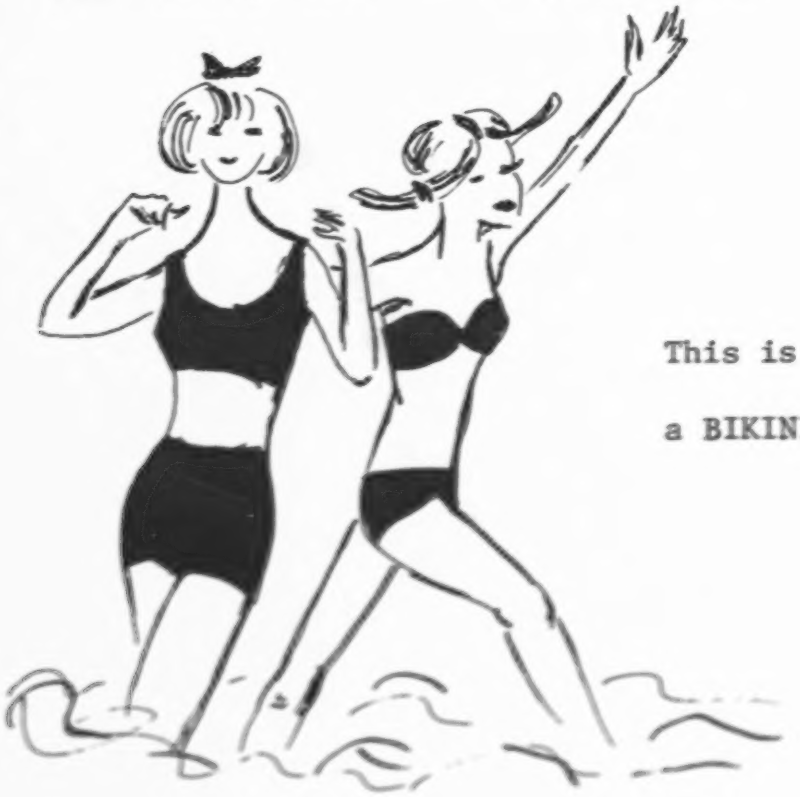
## Lesson 8 — Sports Clothing

OBJECTIVE - to learn about sports clothes.

Words to learn for this lesson:

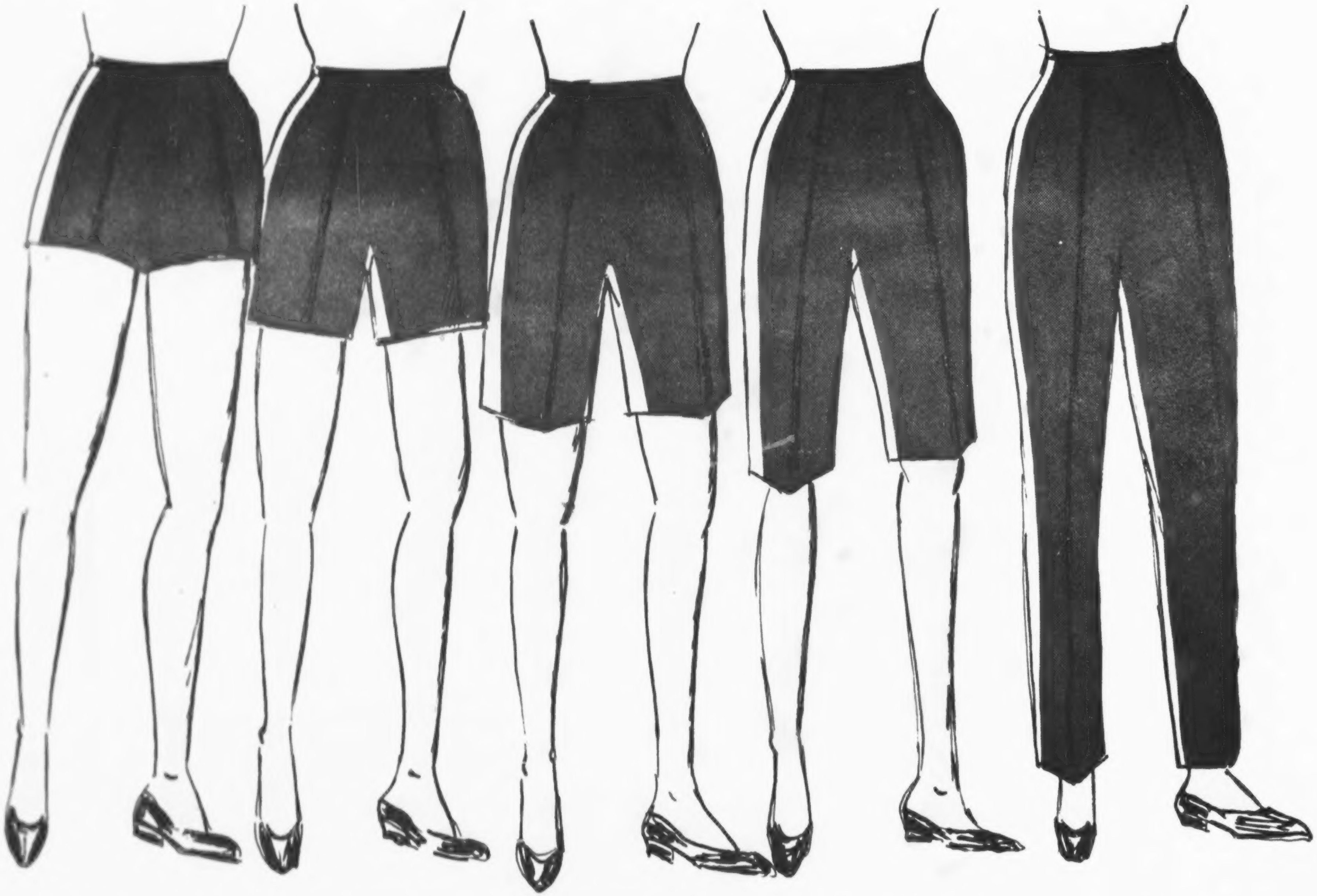
| | |
|---|---|
| bathing suit | (baŦH'ing sŭt) |
| sport | (spôrt) |
| pattern | (pat'ərn) |
| hipster | (hip'stər) |
| bell bottom | (bel' bot əm) |
| top | (top) |
| sweater | (swet'ər) |

FOR SUMMER, THERE IS THE BATHING SUIT.



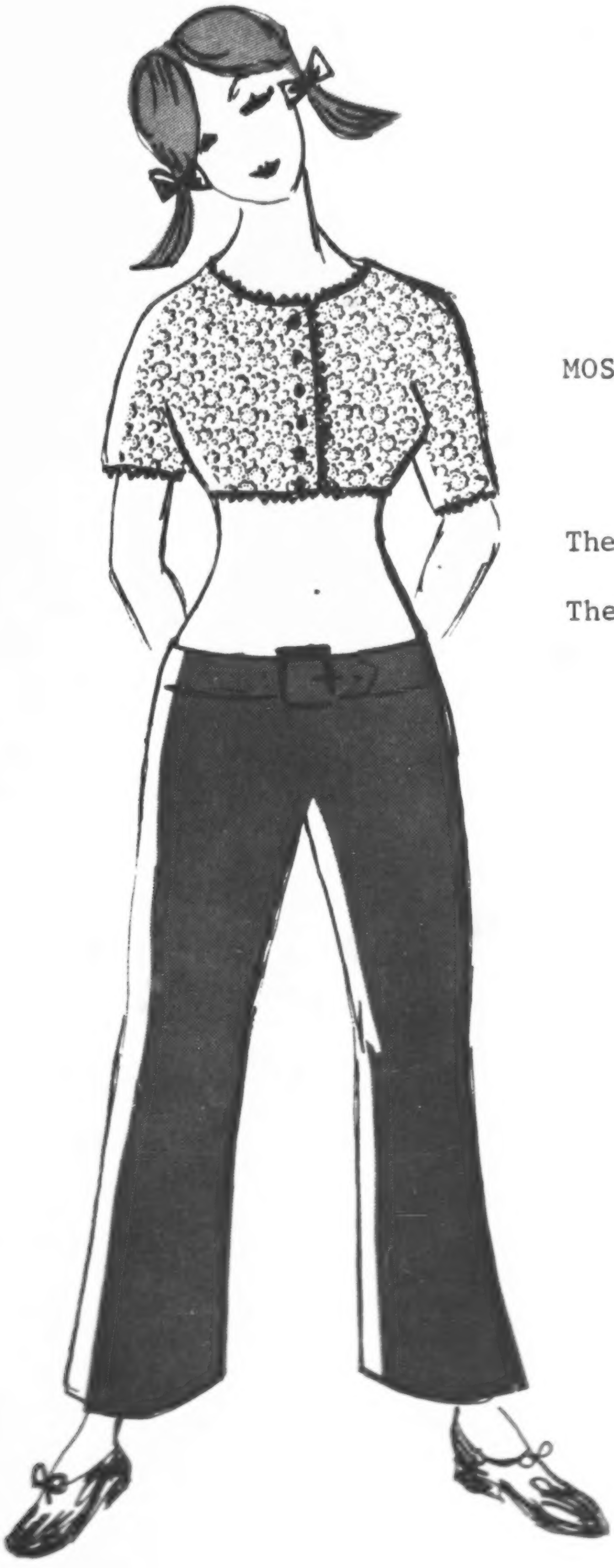
This is a TWO-PIECE SUIT and a BIKINI.

This is a ONE-PIECE SUIT.



Short short Jamaica short Bermuda short Kneetopper Pants

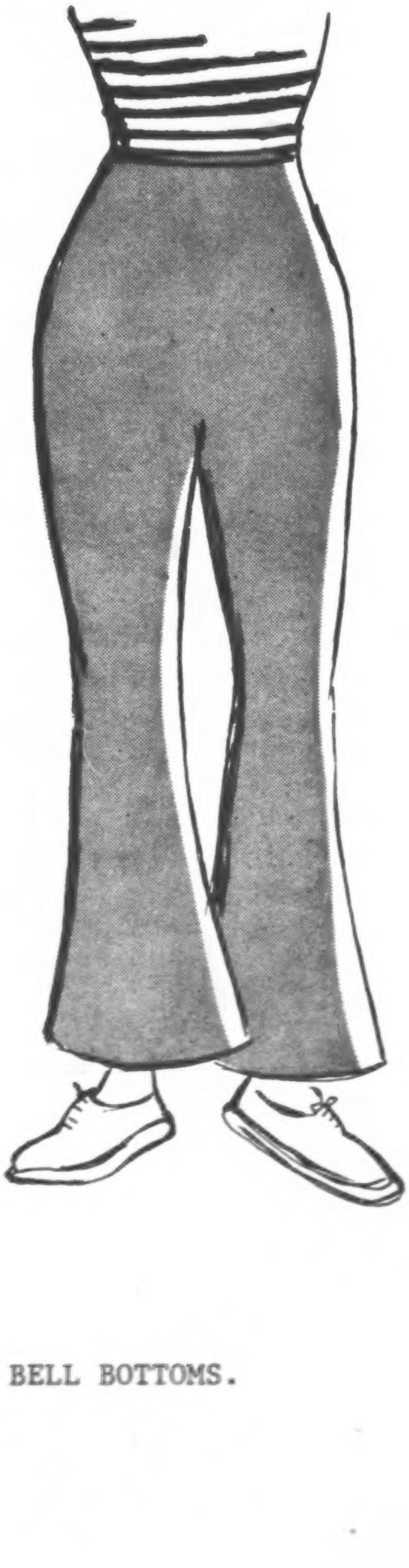
The same pattern can be used for different length pants, from short shorts to long pants.



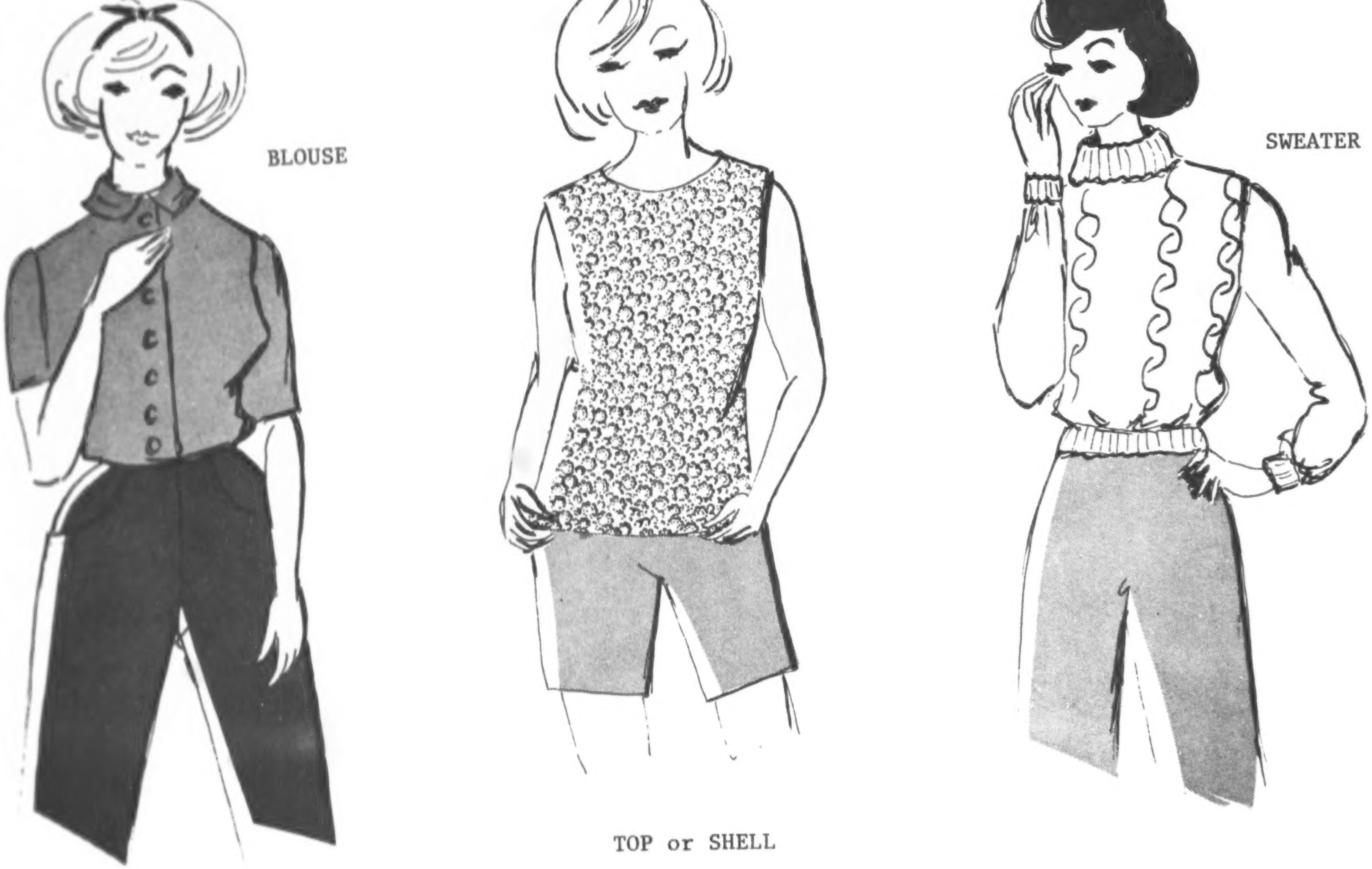
MOST PANTS SIT AT THE WAISTLINE.

These are different.

They are low-waist "hipsters."



These pants are called BELL BOTTOMS.



BLOUSE

TOP or SHELL

SWEATER

Blouses, tops, or sweaters are worn over pants or shorts.

In cold weather, the CAR COAT or SUBURBAN COAT is worn over pants.

## ASSIGNMENT

1) Name one 2-piece bathing suit.

2) Name 4 different length shorts.

3) What are low-waist pants called?

4) What is worn with pants or shorts?

5) What is another name for car coat?

# UNIT VI - CLOTHING FOR MEN

1) Underwear
2) Shirts
3) Outer Clothing

# UNIT VI

## Lesson I Underwear

OBJECTIVE - to learn the names of kinds of men's underwear.

Words to learn for this lesson:

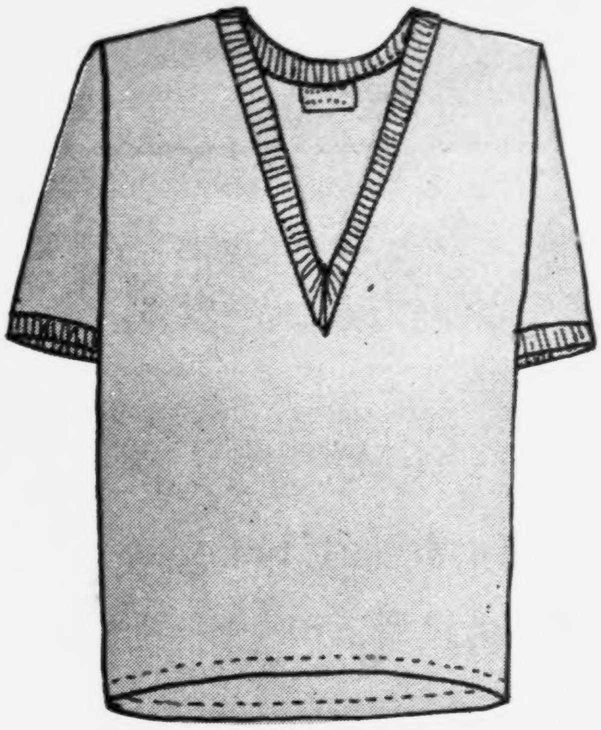
| | |
|---|---|
| shirt | (shėrt) |
| athletic | (ath let'ik) |
| knitwear | (nit'wãr) |
| brief | (brēf) |
| woven | (wō'vən) |
| pajamas | (pə jā'məz) |

UNDER THE SHIRT, MEN WEAR T-SHIRTS OR ATHLETIC SHIRTS.

The T-shirt and athletic shirt are KNITWEAR.

This is a T-SHIRT.

This T-shirt has a round neck.



This T-shirt has a V-neck.

These are

ATHLETIC SHIRTS.

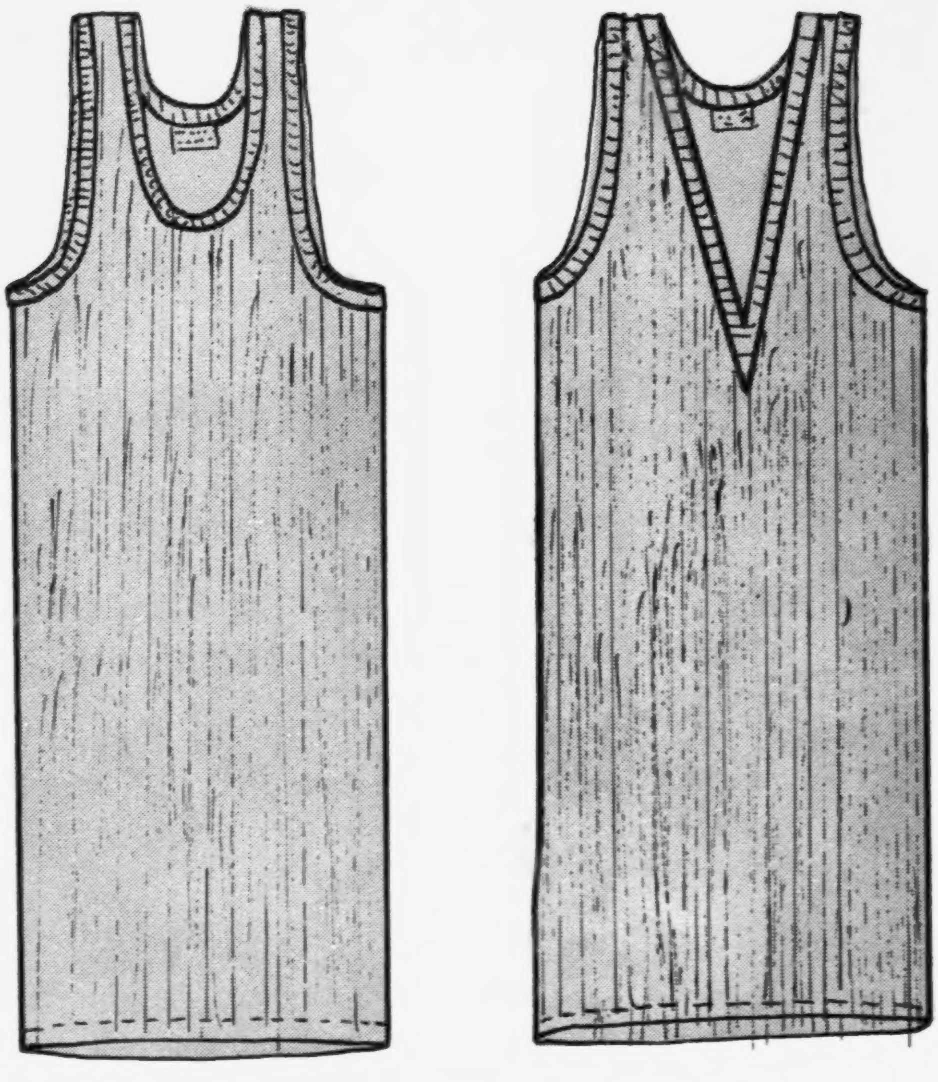
Athletic shirts

may have

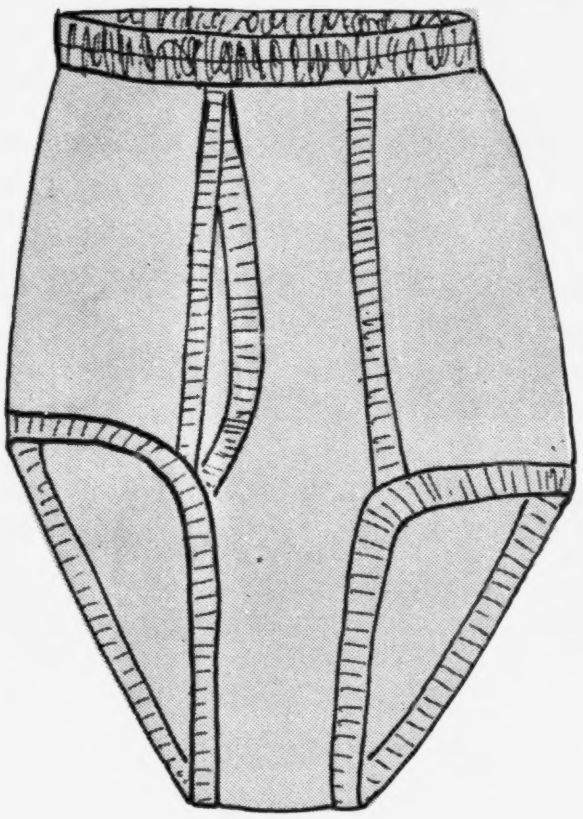
round necks

or

V-necks.

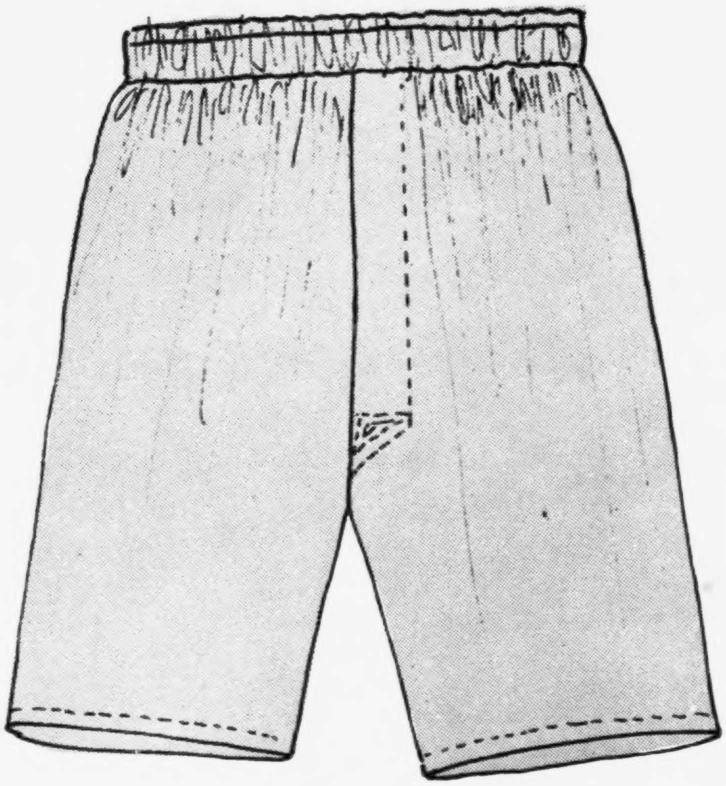


UNDER THE PANTS, MEN WEAR BRIEFS OR SHORTS.



These are BRIEFS.

Briefs are knitwear.



These are SHORTS.

Shorts are made of woven material.

At night, men wear PAJAMAS.

Over the pajamas they wear a ROBE.

# ASSIGNMENT

1) What do men wear under their shirts?

2) What do men wear under their pants?

3) What do men wear at night?

# UNIT VI

## Lesson 2

## Shirts

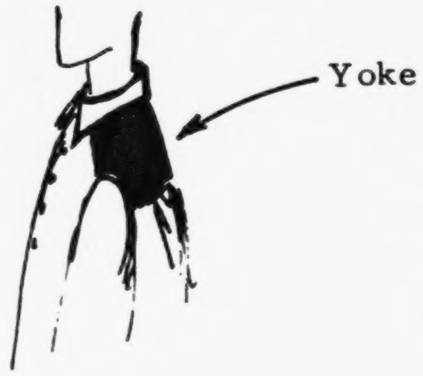
OBJECTIVE - to learn about different shirts.

Words to learn for this lesson:

| | |
|---|---|
| shirt | (shėrt) |
| yoke | (yōk) |
| tie | (tī) |
| cuff | (kuf) |

MEN'S SHIRTS COME IN DIFFERENT STYLES.

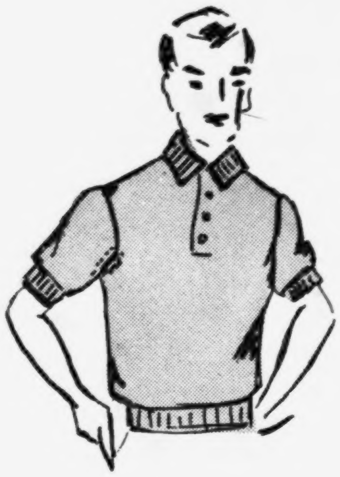
They are all cut with a YOKE.



This is a SPORTS SHIRT. It is worn without a tie.

The collar of the sportshirt is made in one part.

This sports shirt is knitwear.



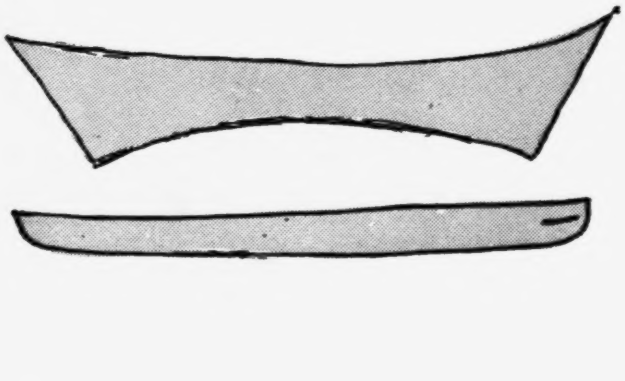
These are DRESS SHIRTS.

They may be worn with a tie or

they may be worn without a tie.

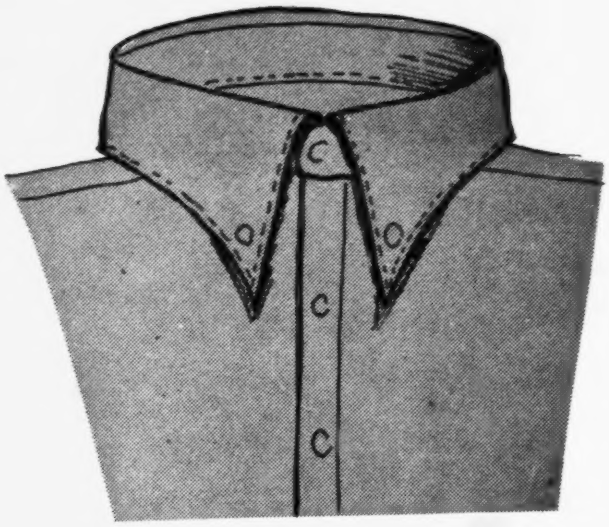
The collars of dress shirts

are made of 2 parts.

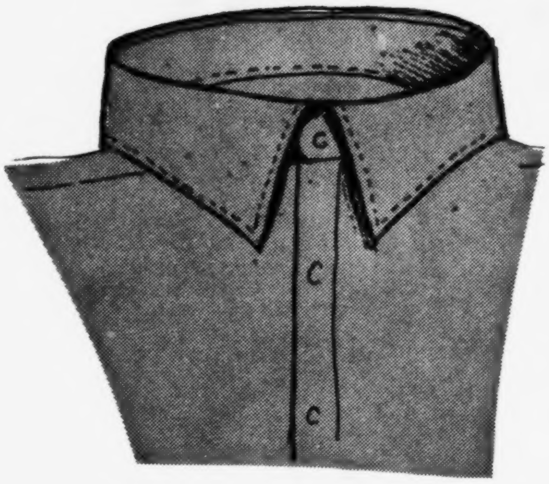


DRESS SHIRTS COME WITH DIFFERENT STYLE COLLARS.

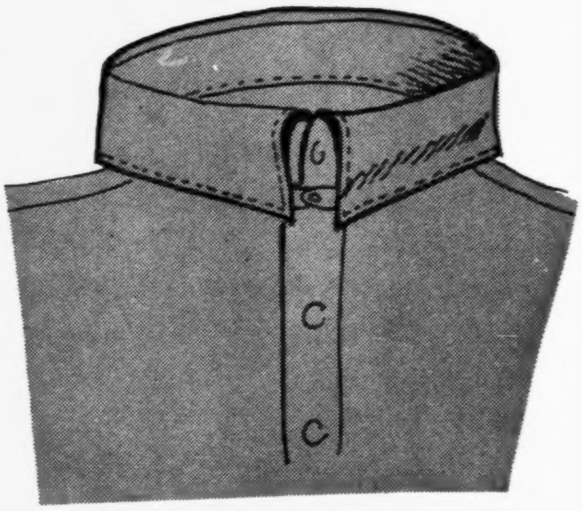
They are:



Button-down collar



Regular collar

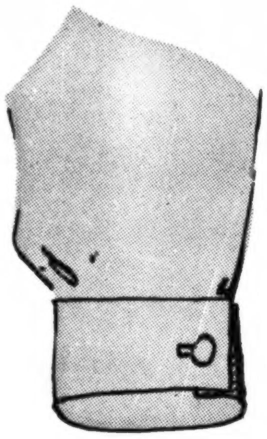


Tab collar

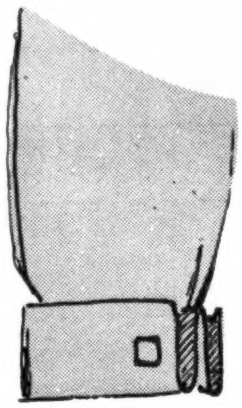
Shirts can have SHORT SLEEVES, and shirts can have LONG SLEEVES.

Long sleeves always have CUFFS.

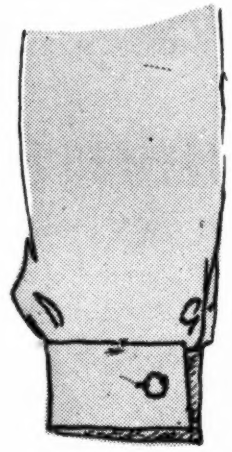
These are the 3 styles for cuffs:



Barrel cuff



French cuff



Convertible cuff

The barrel cuff buttons.

The French cuff is worn with cuff links.

The convertible cuff can be worn with cuff links, and it can be worn without cuff links.

# ASSIGNMENT

1) Do all shirts have yokes?

2) What shirt is not worn with a tie?

3) How many parts does the collar of a dress shirt have?

4) Name 3 collar styles: ________________________

________________________

________________________

5) Name 3 cuff styles: ________________________

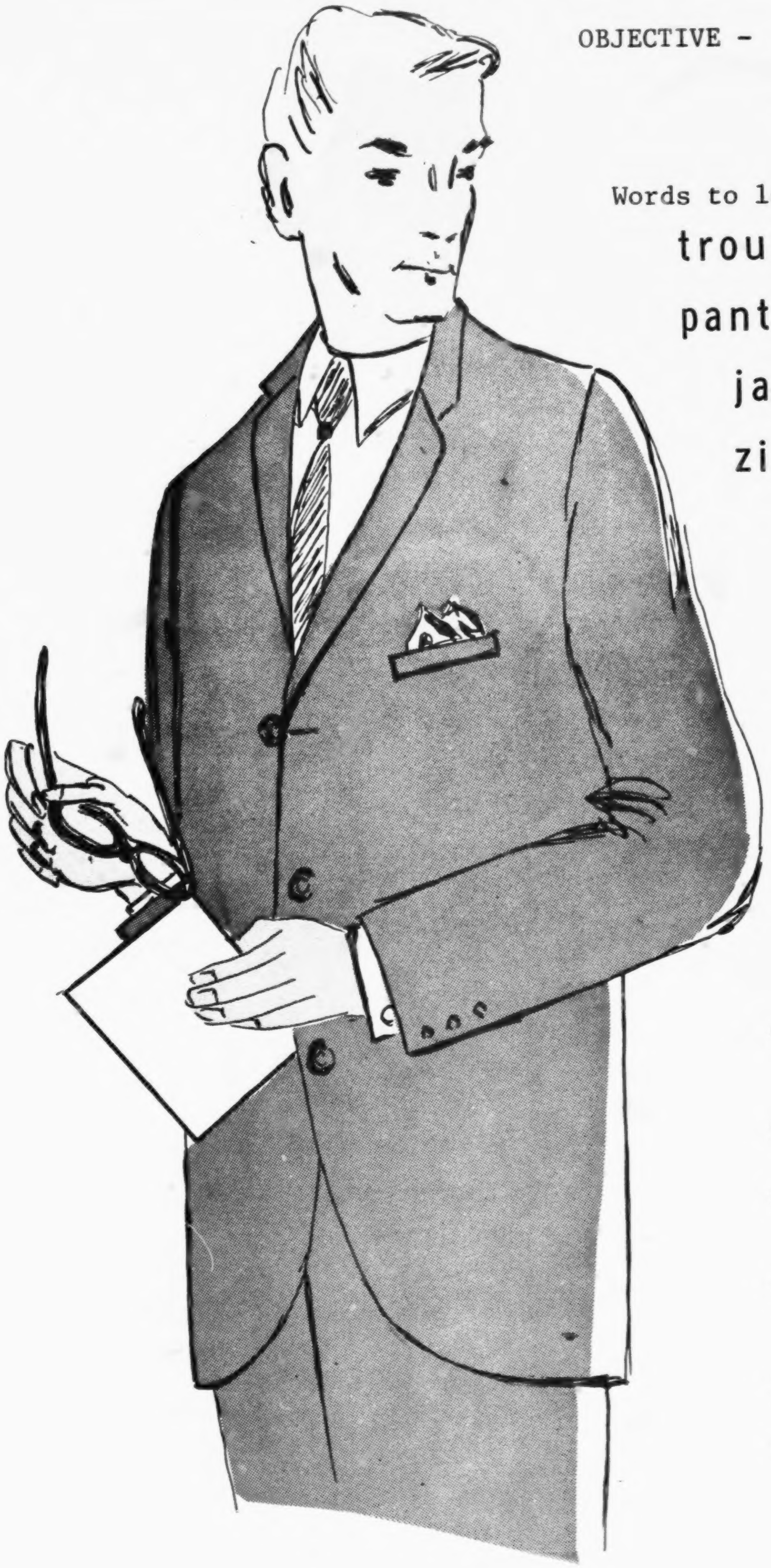
________________________

________________________

# UNIT VI

## Lesson 3

## Outer Clothing



OBJECTIVE - to learn the names of men's outer clothing.

Words to learn for this lesson:

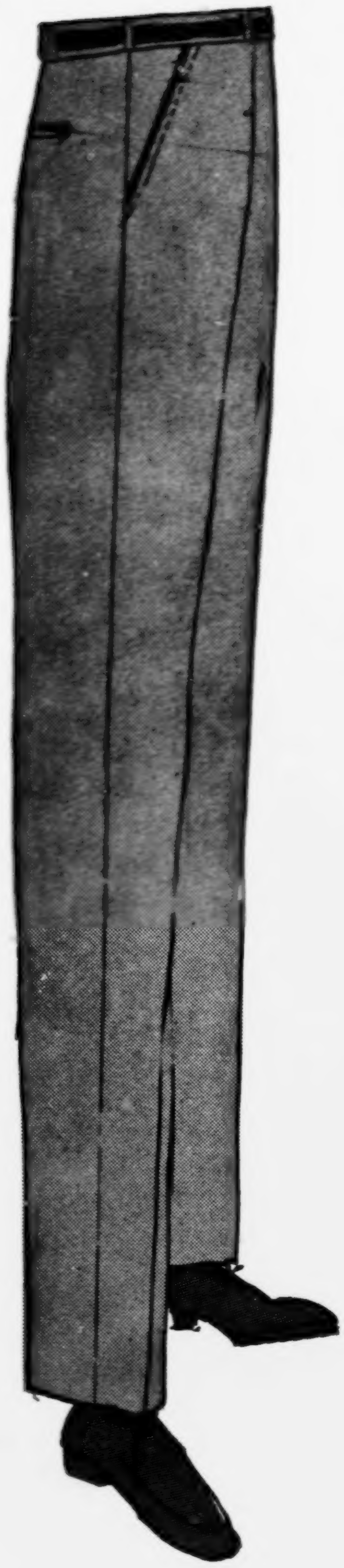
| | |
|---|---|
| **trousers** | **(trou'zərz)** |
| **pants** | **(pants)** |
| **jacket** | **(jak'it)** |
| **zip-in** | **(zip'in)** |

This is a SUIT.

The top and the trousers are made of the same material.

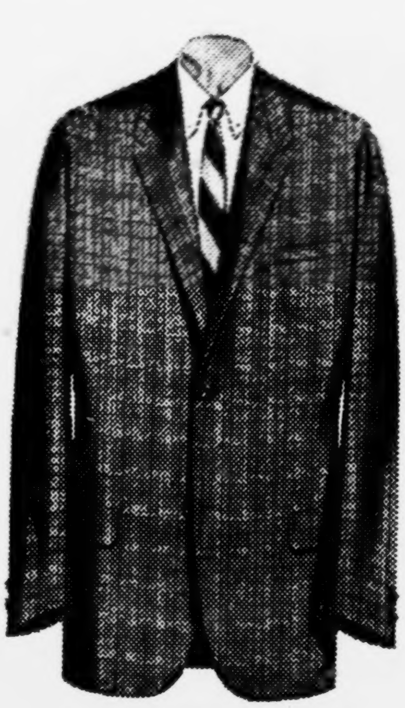
The top is the COAT.

The TROUSERS are also called PANTS.

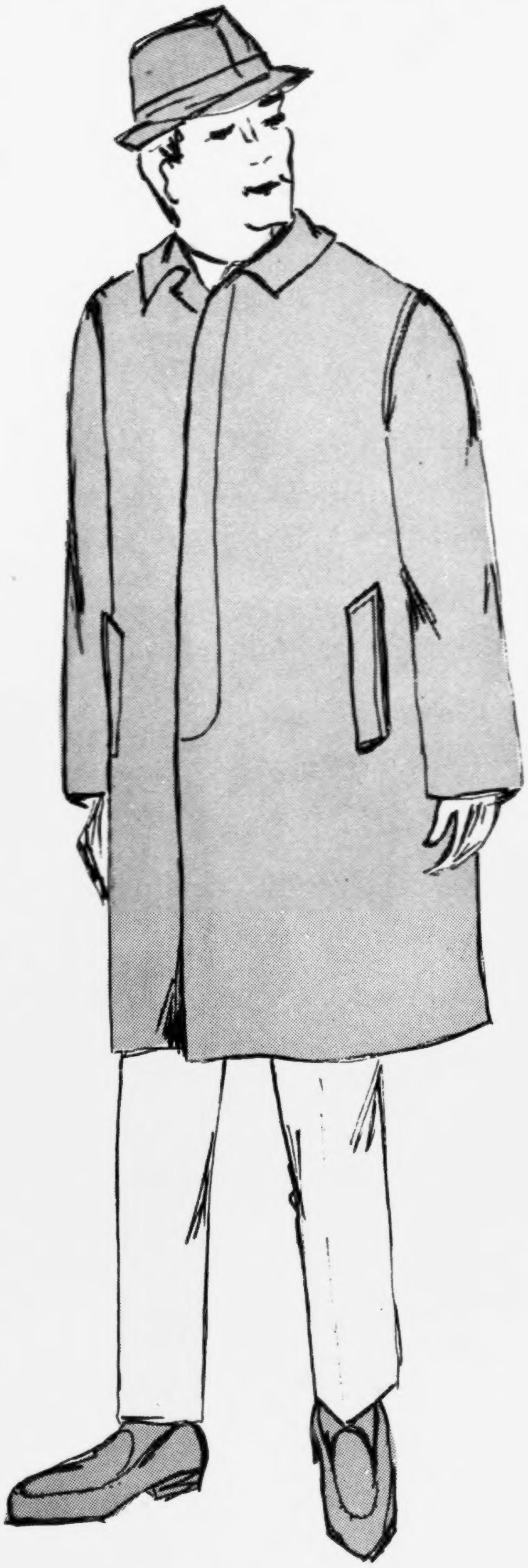


This is a pair of SLACKS.

They may be worn with only a shirt.



They may also be worn with a SPORTS JACKET.



This is a RAINCOAT.

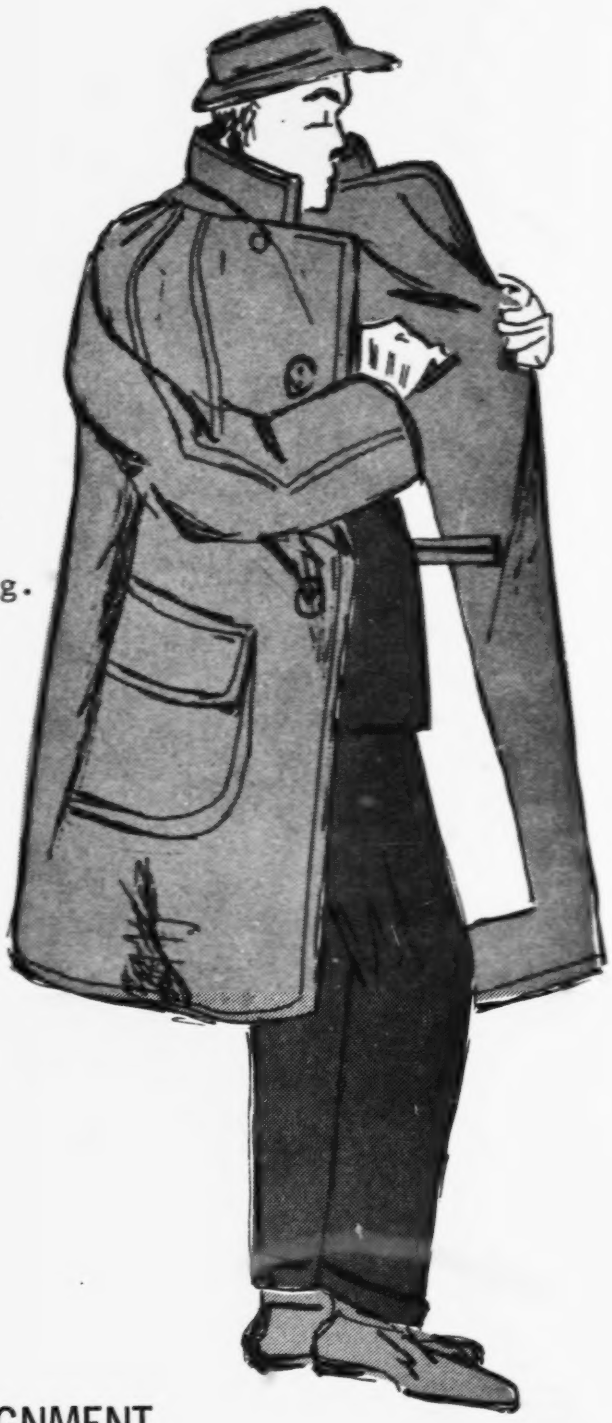
It is also called an ALL-WEATHER COAT.

Most all-weather coats have zip-in linings.

This is a TOPCOAT.

It is worn in cold weather.

It often has a zip-in lining.



## ASSIGNMENT

1) Does a suit have slacks?

2) Does a suit have pants?

3) Does a suit have a coat?

4) Does a suit have a jacket?

5) When is a topcoat worn?